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ABSTRACT

This competency-based secondary learning guide on assisting at-risk populations (dropouts and homeless people) is part of a series that are adaptations of guides developed for adult consumer and homemaking education programs. The guides provide students with experiences that help them learn to do the following: make decisions; use creative approaches to solve problems; establish personal goals; communicate effectively; and apply management skills to situations faced as an individual, family member, student, and worker. Each learning guide includes the following sections: a general introduction and guidelines for using the material; a checklist for users for advance planning; introduction to the guide; specified competencies, with student outcomes/evaluations, definitions, key ideas, teacher strategies/methods, suggested student activities, sample assessments, and supplementary resources. The following competencies are addressed in the dropout section: analyze reasons for dropping out of school, identify constructive ways to reinforce self-esteem, and identify sources of assistance for achieving personal goals. Seventeen supplements contain information and activity sheets on the following: dropout characteristics, reasons for dropping out, self-esteem, psychological needs, confidence, understanding others, and dropout agencies. A bibliography contains 23 items. The homeless section addresses these competencies: explain the circumstances contributing to homelessness; identify problems resulting from homelessness and possible solutions; describe ways homeless persons may seek to satisfy their human needs; and determine available sources of help for individuals and families facing homelessness. Twelve supplements contain information and activity sheets on the following: housing crises, spouse/partner abuse, poverty, satisfying human needs, empathy, and government sources of help. A bibliography contains 28 items. (MN)

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Assisting At-Risk Populations

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PROJECT CONNECT SECONDARY GUIDE FOR CONSUMER & HOMEMAKING EDUCATION

Illinois State Board of Education
Department of Adult, Vocational and Technical Education
Carl D. Perkins Vocational and Applied Technology Education Act of 1990

Project Connect Staff

Project Director:
Mary Beth Stine

Contract Administrator:
Susan Polley Burge

Coordinators:
Phyllis Bubnas
Brenda Ferguson
Bessie Hackett
Mary Lou Hubbard
Mary Jo Oldham
Carol McGee
Vicky Turl
John S. Washburn
Brenda Yates

Researchers:
Beth Anderton
Judy Martin-Lighty
Deborah Lustman

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The Learning Guides were written at Southern Illinois University, Department of Workforce Education and Development, Carbondale, Illinois 62901, under the direction of Phyllis Bubnas and Dr. John S. Washburn. June 1994.

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General Guidelines

The terms "teacher" and "student" are used throughout to describe the instructor and participants.

STRATEGIES (for teachers) and ACTIVITIES (for students) as stated in the guide are not always parallel to the numbering system.

Teachers need to carry out preassessment activities to determine level of student competency. Previous work or educational experiences may be such that the teacher will choose not to do some of the competencies.

Key to Symbols – The following symbols are used throughout the guides to designate enhancement activities:

- related basic skills, giving particular attention to language arts and mathematics
- related decision-making and problem-solving skills, including the application and transferability of these skills to personal, family, and work responsibilities to be demonstrated
- enrichment activities according to student abilities and experiences
- interrelationship of concepts to personal, family, and work
- influence of technology on the subject matter, application of knowledge, and related work
- pre- and/or posttest assessment activities

Checklist for Users

Before addressing any of the competencies, the teacher should check in advance to see what materials or preparations are needed.

Part I: Dropouts

Competency #1 – Analyze reasons for dropping out of school.

_____Use Supplement 1, "Characteristics of the Potential Dropout," to become familiar with the characteristics of at-risk students.

_____Duplicate Supplement 2, "You Can Do a Lot in School."

_____Duplicate Supplement 3, "People Care."

_____Invite a resource person to share pros and cons of staying in or dropping out of school.

_____Duplicate Supplement 4, "Students' Reasons for Dropping Out of School."

_____Provide art supplies (e.g., poster board, markers, cut-outs from newspapers and magazines) for developing posters to encourage kids to stay in school.

_____Duplicate Supplement 5, "Case History #1."

_____Duplicate Supplement 6, "Psychological and Sociological Factors Addressing Why Students Drop Out of School."

Competency #2 – Identify constructive ways to reinforce self-esteem.

_____Have a collection of magazines and advertisements available to aid in completing a personality collage and to find influences on self-esteem.

_____Duplicate Supplement 7, "Psychological Needs."

_____Invite a speaker to discuss identifying one's good qualities.

_____Duplicate Supplement 8, "The Confidence Game."

_____Duplicate Supplement 9, "The Positive Approach."

_____Duplicate Supplement 10, "I Am Me."

_____Duplicate Supplement 11, "My Declaration of Self-Esteem," if desired.

_____Duplicate Supplement 12, "Characteristics of High and Low Self-Esteem."

_____Duplicate Supplement 13, "Understanding That Other People Have Feelings Too."

_____Bring pictures of different styles of shoes from catalogs or magazines.

_____Duplicate Supplements 14, "If the Shoe Fits . . .," and 14A, "If the Shoe Fits . . . (Teacher Notes)," for Method 11.

_____Prepare "I Am Lovable and Capable" signs for each student as listed in Supplement 15, "I am Lovable and Capable (IALAC)."

Competency #3 – Identify sources of assistance for achieving personal goals.

_____Arrange for resource people to discuss alternative high school programs for Methods 1 and 2.

_____Have available a roll of Life Savers candy for Method 3.

_____Prepare Supplement 16, "Goal Setting," as a transparency.

_____Duplicate Supplement 17, "Resource Guide to Dropout Sources and Agencies," as a guide for students to keep in their possession.

_____Prepare a number of footprints cut out of construction paper for Activity 3.

Part II: Homeless

Competency #1 – Explain the circumstances which contribute to homelessness.

_____The teacher might decide to dress as a homeless person to help identify attitudes, and behaviors, and to help initiate a discussion with students.

_____Display pictures of low-cost housing; invite a resource person to discuss low-income housing; and/or duplicate Supplement 1, "Housing Crises."

_____Duplicate Supplement 2, "Interpersonal Crisis: Spouse/Partner Abuse."

_____Duplicate Supplement 3, "Danger Signals of Becoming Homeless." Use with Method 6 and Activity 2.

Competency #2 – Identify problems resulting from homelessness and ways these might be resolved.

_____Prepare Supplement 4, "Defining Poverty," as an overhead to help students identify a definition for poverty.

_____Duplicate Supplement 5, "What Does It Mean To Be Poor?," to use as a handout for Activity 1.

_____Duplicate Supplement 6, "No Permanent Address," for Activity 3 as a worksheet to prepare for role-play activity.

Competency #3 – Describe ways in which homeless persons may seek to satisfy their human needs.

_____Prepare Supplement 7, "The Affordable Home," as an overhead to discuss points listed in Method 2.

_____Duplicate Supplement 8, "Found Spaces," for the discussion of survival strategies used by the homeless in Method 3.

_____Duplicate Supplement 9, "Short Story: Being Homeless," for Activity 1.

_____Duplicate Supplement 10, "Objects of Resourcefulness."

Competency #4 – Determine available sources of help for individuals and families facing homelessness.

_____Duplicate Supplement 11, "The Ability To Empathize," for Activity 4.

_____Duplicate Supplement 12, "Government Sources of Help," for Methods 1 and 4.

Assisting At-Risk Populations

This guide offers basic information that is important for at-risk populations, but does not contain everything that is known or could be helpful in assisting those populations.

This guide is divided into two parts. Part I deals with the at-risk population of dropouts; Part II deals with the at-risk population of the homeless. Competencies are identified for each part with a set of Student Outcomes, Definitions, Key Ideas, Teacher Strategies, Suggested Student Activities, and Sample Assessments. Supplementary Resources are listed at the end of some of the competencies.

Three major competencies that have been addressed for the dropout population are as follows:

1. Analyze reasons for dropping out of school.
2. Identify constructive ways to reinforce self-esteem.
3. Identify sources of assistance for achieving personal goals.

The following are four competencies addressed for the homeless population.

1. Explain the circumstances which contribute to homelessness.
2. Identify problems resulting from homelessness and ways these might be resolved.
3. Describe ways in which homeless persons may seek to satisfy their human needs.
4. Determine available sources of help for individuals and families facing homelessness.

Additional topics could include evaluating options for training and development of job skills and planning activities for obtaining a job.

Special Notation for the Teacher

To enhance self-esteem in at-risk populations, teachers should

- really listen to students.
- talk *with* rather than talk *to* students.
- cut down on advice-giving.
- trust students.
- allow a wide variety of choices.
- give consistent praise and positive acknowledgment.
- share adult inner feelings, problems, and worries, where appropriate, along with the process of coping with and solving them.
- take students seriously—never laugh at or consider them cute.
- share the tasks and responsibilities; give students a real place in the "economy and ecology" of the classroom.
- allow students to experience the real consequences of their choices (with moderation added for the negative ones) instead of receiving no consequences (overprotection) or massive consequences (overwhelming).

The teacher's effectiveness will expand in direct relation to his/her personal comfort level with these concepts. They are meant only to guide, not to dictate, personal style (Chamberlain, 1992).

Why Focus on At-Risk Populations?

The three systems of family, church, and school have changed (along with the society) and may no longer provide the foundations of nurturing, support, and knowledge which were once their hallmark.

The changes in family structure and dynamics have resulted in a dramatic increase in children's problems. Many young people appear to have difficulty in dealing with their own growth and development, interpersonal relationships, problem solving, and goal attainment.

Who Are At-Risk?

At-risk persons are individuals not employed at nor near their productive capacity because of their personal circumstances or changes in the workplace. These individuals include welfare recipients, displaced homemakers, dislocated workers, and people whose skills are rendered obsolete by advancing technology (Gold, 1990).

An at-risk student is one who has left school or is predictably in danger of leaving school without the skills to be a productive and self-reliant citizen and to succeed in today's workplace and, hence, in society.

Students who are "at risk" emerge from school unprepared for further education or for the kind of work there is to do. Unfortunately, many are ready for lives of alienation and dependency.

One child in every four is poor, one in five is at risk of becoming a teen parent, one in six has no health insurance, and one in seven is at risk of dropping out of school (*The State of America's Children*, 1991).

What Behaviors and Backgrounds Are Identified with Students At Risk?

Research relates certain behaviors as failing to graduate from high school and/or failing to acquire important knowledge and skills as indicators of "students at risk." Certain behaviors that put students at risk are not attending school regularly, not being engaged in classroom/school activities, not succeeding on daily assignments, using drugs and alcohol, committing disruptive and delinquent acts, becoming pregnant and having to care for a baby, and attempting suicide.

Other indicators used to identify those "at risk" relate to their background. Traditionally, poverty and limited-English proficiency have been used as indicators because of their relationship to low school achievement and to other at-risk behaviors. Demographic trends are also background indicators of the at risk. Some of the at-risk students include those who were born to a teenage or single-parent, those who were raised in a "blended" family, or those who could have been described as "latchkey" children.

The following list, "Characteristics of At-Risk Students," summarizes the variety of factors which may put students at risk. While the list tends to describe students, it is apparent that certain family, health, and economic characteristics have an impact on describing circumstances leading to dropping out and/or homelessness.

Characteristics of At-Risk Students

The following is a list of characteristics of at-risk students:

Students with *school-related problems*. These problems may occur if the students
- are learning disabled.
- are below grade level.
- have repeated grades.
- have low intelligence test scores.
- have experienced school failures.
- have poor reading/math basic skills.
- have limited-English proficiency.
- are underachievers.
- are gifted.
- are bored.
- have been expelled/suspended.
- are frequently tardy/truant.
- move frequently.
- create safety problems.
- are disciplinary problems.
- are hostile, passive, or apathetic.

Students from *families* with a history of
- criminal acts.
- acts of vandalism.
- acts of violence.
- being generally disruptive.
- a low level of social maturity.

Students from *families* with
- a history of dropouts.
- low parental/sibling educational attainment.
- second/third generations of anti-school attitudes.
- low aspirations.
- low expectations for student performance in school.
- no rewards for performing well in school.
- unstable living conditions.
- migrant-worker jobs.
- no shelter.
- a single parent.
- two working parents.
- foster parents.
- needs for care of young sibling.
- criminal histories.
- substance abuse activities.
- physical abuse activities.

Students with *economic needs* because of
- unemployed parents.
- a low family income level.
- a recent transition to a lower income.
- a need to support themselves.

Students with *physical health problems* such as
- a chronic illness.
- a communicable disease.
- a pregnancy.
- a physically disabling condition.
- malnutrition.
- substance abuse problems.

Students with *mental health problems* such as
- depression.
- a diagnosed mentally disabling condition.
- suicidal, personally destructive behavior.
- low self-esteem/self-concept.
- no goals or direction for life.
- having been a victim of physical and/or sexual abuse.
- stress.
- no stable support system.
- feelings of alienation.

Students with *other characteristics* such as
- members of racial or ethnic minorities.
- members of language minority groups.
- immigrants.
- from inner city/urban areas.
- teenage mothers/fathers.
- unwed mothers/fathers.
- in need of childcare support.
- in planning stages for marriage before completing high school.
- multiple needs.

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Source: Chamberlain, V. M. (1992). *Creative home economics instruction* (3rd ed.) (p. 233). Peoria, IL: Glencoe.

PART I: DROPOUTS

Introduction

The social, economic, and political costs of dropouts have been well-documented. Costs are figured in (1) lost tax revenues, (2) annual payments to welfare recipients, and (3) lifetime earnings loss of a dropout. Poorly motivated youth have problems entering the workforce due to lack of basic literacy skills and lack of acquaintance with the responsibilities of the world of work. Reports on the dropout problem indicate the following:

1. A dropout will earn $250,000 less than a high school graduate over the course of a lifetime.

2. Each year's new crop of dropouts may cost the nation as much as $240 billion in crime, welfare, health care, and social services.

3. For every dollar spent on education, it costs $9 to provide services to dropouts (National Dropout Prevention Center, 1991).

4. Unemployment rates for high school dropouts are about five times that of college graduates (Gold, 1990).

Self-esteem is the basic foundation for long-term personal health and happiness. With it, one can develop a sense of control about one's future, manage one's sense of moral worth, and accept love and respect one richly deserves.

COMPETENCY ONE

Analyze Reasons for Dropping Out of School.

Student Outcomes

- Identify characteristics of dropouts.
- Develop awareness of circumstances which contribute to dropping out of school.
- Identify the effect dropping out of school has on oneself and other people who care.

Definition

dropout – one who has left school or in danger of leaving school

Key Ideas

Characteristics of potential dropouts can be identified.

A high school diploma is essential in today's society/world.

There are a number of people who care if one stays in school.

The following are some reasons why youth may drop out of school:

Family-Related and Personal Reasons: Many young people have problems at home that make it difficult for them to concentrate on schoolwork, to feel good about themselves, or to trust adults enough to feel safe in the school environment. These problems include living in poverty, lack of parental support, high mobility, abuse and neglect, substance abuse, health problems, and—for an increasing number of young people—homelessness.

Cultural Differences: Society and schools are set up to reflect one set of cultural experiences and values, yet society is made up of a wide range of cultures. Within these cultures are cognitive and practical differences that make the present school structure difficult for some children and youth.

Gender Differences: Inequitable treatment of boys and girls in the schools was recognized as a serious problem years ago by Congress. Federal law requires that schools provide equitable resources for both genders. Even so, sex-role stereotyping persists, and may be responsible for keeping some students at risk.

School Structures and Policies: While some students drop out of school, others are pushed out, squeezed out, or left out. In order to reach all youth, schools must (1) be structured in ways that reflect the developmental stages that students go through, (2) meet the real needs that today's students have, and (3) put in place and implement policies that work for the good of all students (Nash, 1990).

Teacher Strategies/Methods

1. Supplement 1, "Characteristics of the Potential Dropout," may aid in identifying the potential dropout. This list is not meant to be utilized as a tool for labeling students as potential dropouts. It is meant to point out some characteristics of potential dropouts identified in literature and research. The list may prove useful as a frame of reference in looking at the overall view of what can be done in dropout prevention.

2. Lead a discussion on reasons why students drop out of school (see Key Ideas). Guide students in group work to suggest solutions (Activity 3).

3. Use Supplement 2, "You Can Do a Lot in School," as a handout to stress the importance of each suggestion to help students get the most out of school. The important point is high school graduation can have an important influence on future success.

4. Using Supplement 3, "People Care," as a handout, stress that other people do care about a student's future. Emphasize that not only parents but others out there care. Be able to give reasons why each group cares. Stress that success depends on staying in school.

5. Invite a former dropout to talk with the students and answer questions: why they left, problems before and after leaving, the reactions of family and friends, and what they would do differently if given the chance.

6. Discuss how students view their school. What do they like about it? What don't they like? Do they have any constructive ideas about how to make the school a better place to learn? If appropriate, help students draft a letter to the school administrator(s) or set up a meeting between administrators and several students to discuss concerns.

Suggested Student Activities

1. Share or relate situations where one may know of someone who has dropped out of school. Describe characteristics that could have contributed to the person dropping out.

2. Using Supplement 4, "Students' Reasons for Dropping Out of School," select two of the reasons given and name an actual situation a student may be in that could encourage a dropout. List other reasons why students may drop out of school and add to the Supplement 4 listing. Brainstorm some suggestions that might have helped in certain situations.

3. Divide into groups and assign each group a reason for dropping out of school (i.e., family-related, cultural, gender, or school structure) as listed in Key Ideas. Give examples of situations that could cause a student to drop out of school (e.g., poverty and homelessness may contribute to the fact that the student would drop out of school because he/she has no money to buy clothes to wear to school). Suggest possible solutions to problems (e.g., Salvation Army surplus for clothing or other resources for help).

4. Create a variety of posters encouraging students to stay in school. Devise a plan to select several posters to be recommended for posting in a school's guidance office and in other high-traffic areas—cafeteria, gym/locker room, and hallways.

5. Read Supplement 5, "Case History #1," and answer the questions provided.

6. Read Supplement 6, "Psychological and Sociological Factors Addressing Why Students Drop Out of School." Volunteer examples of an acquaintance who may be affected by the factors listed. (An example of peer pressure and peer violence could be that gang relations may force a student to quit attending school or to actually drop out of school.)

Sample Assessments

Knowledge

1. List at least five characteristics of a dropout.
2. Make a list of circumstances which contribute to a student dropping out of school.
3. Identify two problems a student may have to face if he/she drops out of school.

Application

1. Make a bulletin board using ideas from Supplements 2, "You Can Do a Lot in School," and 3, "People Care," and display in the school.
2. Conduct a survey of classmates, asking them to list reasons why students drop out of school. Add these to the list in Supplement 4, "Students' Reasons for Dropping Out of School."
3. Write a Case History #2 similar to "Case History #1" in Supplement 5. Make a list of solutions that are available for potential dropouts.

Supplementary Resources

Books

Keeping kids in school. (1990). This *Critical Issues Report* examines why students stay away from school and the issue of dropouts. Available from American Association of School Administrators, 1801 N. Moore Street, Arlington, VA 22209-9988. (703) 875-0748. Purchase price: $8.95.

Students at risk: Problems and solutions. (1992). Professionals share tried-and-true practices found helpful in mitigating problems of at-risk students. Available from American Association of School Administrators, 1801 N. Moore Street, Arlington, VA 22209-9988. (703) 875-0748. Purchase price: $13.95.

Videos/Slides

At-risk students: The challenge. (1990). A 22-minute program containing 80 slides on tape or slides with audiocassette and script booklet. This is a documentary profiling several young dropouts and problems they face. Available from American Association of School Administrators, 1801 N. Moore Street, Arlington, VA 22209-9988. (703) 875-0748. Purchase price: $115.00.

Dropout prevention: Nowhere to go. . . . (1990). A 20-minute video designed to address high-risk students and motivate them to stay in school. Using real-life stories, the program examines some of the reasons students drop out and explores innovative ideas that have helped students stay in school. Topics covered include peer pressure, gang activity, dealing with anger and stress, problem solving, and goal setting. Available from the Bureau for At-Risk Youth, 645 New York Avenue, Huntington, NY 11743. (800) 999-6884. Purchase price: $95.00.

"I made it!" Kids who stay in school. (1992). A 13-minute video that focuses on the inner-city community of Camden, New Jersey; explores the world of Camden's graduating seniors—those who made it and those that dropped out. Produced by NBC News Productions. Available from HRM Video, 175 Tompkins Avenue, Pleasantville, NY 10570. (800) 431-2050. Purchase price: $119.00.

SUPPLEMENT 1

Characteristics of the Potential Dropout

- low math and reading scores
- failure in one or more schools
- low perceptual performance
- frequent health problems
- absence of father from home
- verbal deficiency
- racial or ethnic minority
- unable to identify with other people
- failure of grade or failure in reading
- low self-concept/low self-esteem
- siblings or parents have been dropouts
- inability to relate to authority figures
- lack of identification with school; expressed feelings of not belonging
- poor social adjustment; perhaps socially or emotionally disturbed
- failure to see relevance of education to life's experiences
- disruptive behavior and rebellious attitudes toward authority
- friends are outside of the school, usually older dropouts
- poor grades
- family problems
- lack of basic skills
- non-English-speaking home
- more mobile than other students
- low educational level of parents
- excessively stressful home life
- absenteeism/truancy/frequent tardiness
- limited extracurricular participation
- tend to come from low-income families
- unable to tolerate structured activities
- gifted and talented student (frequently bored with school)
- immature, suggestible, easily distracted, lacks future orientation
- usually "loners" and generally not accepted by their peers
- communication between home and school is usually poor

Source: *Staying in: A dropout prevention handbook K-12.* (1979). Madison: University of Wisconsin-Madison, Vocational Studies Center.

SUPPLEMENT 2

You Can Do a Lot in School

Watch your behavior.

Follow the rules.

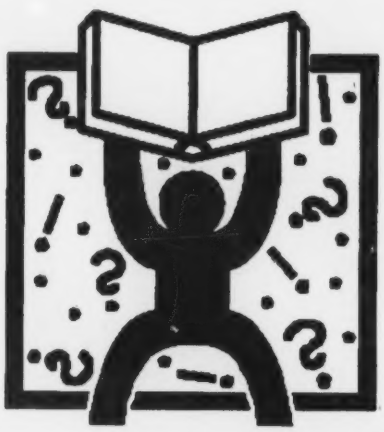
Time yourself.

Get along.

Show respect.

Study and do homework.

You are only in school a short time in your life.
Make the most of it!!



SUPPLEMENT 3

People Care

Parents care.

Business cares.

Community cares.

Military cares.

School cares.

Local, state, and federal governments care.

They want you to stay in school.

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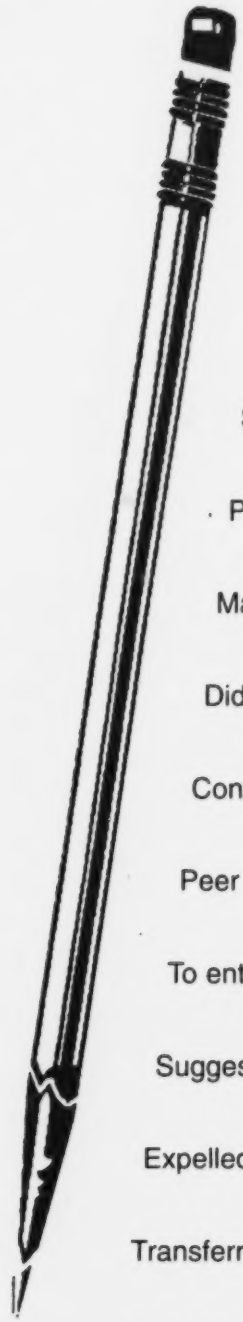
SUPPLEMENT 4

Students' Reasons for Dropping Out of School



Didn't like school

Work

Academic weakness

Pregnancy

School environment

Personal or family problems

Marriage

Didn't see value of school

Conflict with teachers

Peer acceptance/pressure

To enter the service

Suggested by the school

Expelled by the school

Transferred/moved

Bored/lost interest

SUPPLEMENT 5

Case History #1

Pablo shares characteristics common to many dropouts. Now 15 years old, Pablo grew up in a blended family (his mother divorced and remarried when Pablo was 5 years old). Both his mother and stepfather have steady jobs. Pablo's relationship with his parents is poor; he says his stepfather is very cold, and his relationship with his mother is distant and full of conflict.

At the age of 6, Pablo was physically beaten by his stepfather. During an argument, the boy was picked up by his hair, called demeaning names, and thrown down the stairs. Physical confrontations continued during Pablo's preteen years, preventing any feeling of closeness from developing between Pablo and his stepfather.

During childhood, Pablo showed physical and emotional signs of distress. He experienced headaches, sleep problems, nightmares, and shyness. Pablo lied, fantasized, and daydreamed; furthermore, he felt lonely, depressed, anxious, and afraid of adult men. At age 12 he began to use and deal drugs. His performance in school was poor.

Pablo's mother and father were strict. His parents were inflexible about Pablo's goals in life, and the arguments between the youth and his parents often involved these high expectations. Pablo dropped out of school and ran away from home.

Pablo describes himself as intelligent, popular, spontaneous, and trustworthy. At the same time, however, he reports feeling as if his life is a failure.

DIRECTIONS: Identify some of the reasons why Pablo dropped out of school. Can you suggest some solutions to Pablo's situation that may have prevented him from dropping out of school? What other ideas, resources, or choices did Pablo have?

SUPPLEMENT 6

Psychological and Sociological Factors Addressing Why Students Drop Out of School

- Students pushed out of school and let out of school
- Integrated schools
- No one to talk to
- Lack skills—anxiety in failure
- Parents not providing support or an environment conducive to education (e.g., no quiet place to study at night)
- Ineffective testing (students are labeled and tracked by testing; students don't understand purpose of tests)
- Peer pressure and peer violence
- Drugs and alcohol
- Family problems
- Involvement with police, courts, criminal justice system—no cooperation with schools for education
- Racial conflicts; racial tension
- Financial problems (e.g., no money, clothes, shoes)
- Suspensions and expulsions
- Little value of high school diploma (e.g., college graduates are taking jobs high school graduates formerly held)
- Psychological problems
- Homicide
- Television
- Pregnancy
- Marriage

Adapted from *Staying in: A dropout prevention handbook K-12.* (1979). Madison: University of Wisconsin-Madison, Vocational Studies Center.

COMPETENCY TWO

Identify Constructive Ways To Reinforce Self-Esteem.

Student Outcomes

- Determine the relationship between social problems and low self-esteem.
- Relate psychological needs to enhancing self-esteem.
- Participate in self-awareness activities for personal enhancement of self-esteem.

Definitions

self-esteem	– what an individual thinks he/she is worth
self-concept	– set of beliefs one has about oneself; self-image
psychological	– identity, connectedness, power, meaning, and variety of needs

Key Ideas

Self-concept or self-image is the set of beliefs one has about oneself. For instance, most persons hold a "picture" of themselves based on their sex, race, nationality, physical features, roles, aptitudes, or attributes. One's level of self-esteem (i.e., self-love, self-respect, self-worth) has to do with how much one likes or approves of one's self-concept. It is the "grade" we give ourselves.

No one is born with an intact self-concept or self-esteem. The basic ideas one has about one's self are acquired from two main sources: (1) how others treat us and (2) what they tell us about ourselves. The amount of affection, food, touching, physical care, and warmth one receives conveys a nonverbal aspect of love and worthiness. One learns basic ideas about who one is, and who one should be, early in life (Sanford & Donovan, 1986).

The four basic components of self-esteem are (1) *significance*—whether one feels belonging, acceptance, and affection from others; (2) *competence*—whether one feels competent to master challenges and activities; (3) *power*—a feeling of independence and the ability to control one's behavior and gain respect of others; (4) *virtue*—feelings of worthiness judged by significant others.

How you feel about yourself directly affects how you live your life and how you relate to others.

Teacher Strategies/Methods

1. Introduce this competency by having students construct a personality collage. Direct students to look through magazines to find pictures that best illustrate their own personality characteristics. Students can paste these pictures on a poster, file folder, or construction paper. Stress that each person holds a set of characteristics that is unique to himself/herself. Make sure students pick out good things about themselves as well as areas they want to change.

2. Help students identify psychological needs important to reinforce self-esteem by reading and discussing Supplement 7, "Psychological Needs" (e.g., a high school diploma will encourage a goal for the future).

3. Invite a salesperson, such as a car salesperson, to come to class and discuss how he/she convinces people of the worth of a product (car). Ask these questions:

   - How do you "psyche" yourself before you meet a customer?
   - How does one behave in order to show confidence and poise?
   - Does one type of personality sell more than another?
   - What qualities should a person have to be a good salesperson?

   Following the discussion, ask students to analyze the salesperson's "secrets." Ask students what sales secrets they can use to have a better feeling about themselves. Ask students what they can do to show others they care about themselves.

4. Ask students to list what affects self-confidence and self-esteem. Examples from a TV commercial for beauty aids for men and women or advertisements for weight-loss can be used. Ask students to discuss the effects a poor personal appearance might have on self-confidence, self-esteem, or performance in getting and keeping a job.

5. Suggest that students keep a diary or list of the times they feel most successful, including the answers to the following questions: Where are they? What are they doing? Why do they feel successful?

6. Use Supplement 8, "The Confidence Game," to brainstorm ways to increase self-confidence. Suggest students put this list in a place where they can see and review it daily.

7. Using Supplement 9, "The Positive Approach," discuss with the students ways to promote high self-esteem. Have students brainstorm new ideas or quotes that may help them. Suggest they keep this list with them every day!

8. Read or have students read Supplement 10, "I Am Me." Stress the important characteristics that are distinctive to all students. Using Supplement 11, "My Declaration of Self-Esteem," encourage students to read and sign a plan to improve self-confidence and self-esteem.

9. Discuss how a family's love, support, and encouragement can affect self-esteem. Suggest that the students identify areas where a family may not be strong in communication, dealing with family crises, or showing affection. This activity may help students identify possible influences on low self-esteem.

10. Supplement 12, "Characteristics of High and Low Self-Esteem," can be used as an assessment tool to determine whether students can identify high and low self-esteem phrases. Ask students to correct the phrases that characterize low self-esteem.

11. Collect pictures of different types of shoes from magazines (types listed in Supplement 14, "If the Shoe Fits . . ."). Ask students to read Supplement 14 and have students rate themselves in relation to the type of shoe. Discuss how shoes are like people. Use Supplement 14A, "If the Shoe Fits . . . (Teacher Notes)," as a summary for this strategy.

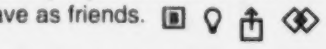
12. Ask students to listen as Supplement 15, "I Am Lovable and Capable (IALAC)," is read. As the teacher describes the day's routine, students should tear pieces of their "I Am Lovable and Capable (IALAC)" signs off for the self-destructive events and feelings that happen. The teacher may choose to add or to change events of the day. Discuss the following questions with the students:

    - How did you feel when tearing off part of your sign? What things affected you most?
    - What control do you have over your IALAC sign?
    - What could you have done to avoid tearing your IALAC sign?
    - How does the condition of your IALAC sign affect how you feel about yourself? Family? Others?
    - How does the condition of your IALAC sign affect how your family and others feel about you?
    - How can you handle yourself when your IALAC sign is torn?

Suggested Student Activities

1. Make a list of negative statements that may contribute to feelings of self-worth. For example: No one cares; I'm stupid; I can't. Rewrite each statement to be a "build-up" that contributes to positive self-esteem. This may create an interest in the development of high self-esteem.

2. Make a list of all the good things each student has done lately to be a good citizen (e.g., turned off lights after left room to save energy or volunteered to help someone in need). Have student pat himself/herself on the back for being a good person. (Teacher may give a smiley face sticker.) Unless you believe you are a good person, you will not convince anyone else.

3. Divide a piece of paper into two columns, one titled "UP TIMES" and the other "DOWN TIMES." List in the first column all of those things which makes one feel very good about oneself. In the second column, list all those things that make one wish to be someone else. After completing the activity, discuss how one can keep from having bad moods. Discuss the idea that people who do not show their "ups" and "downs" are more pleasing to work with, communicate with, and have as friends. 

4. Complete Supplement 13, "Understanding That Other People Have Feelings Too." Share reasons why people react or do what they do. Discuss how this relates to positive/negative self-images.

5. Observe many different people. Select one person who is giving "bad vibes" with his/her personal appearance. Decide how the person would have to change in order to get and keep a job and how the person might feel about himself/herself. Describe the way a person should dress for a job interview.

Sample Assessments

Knowledge

What are the five psychological needs that enhance development of good self-esteem? (See Supplement 7.) Discuss the meaning of two of these needs.

Application

1. Make a bulletin board or a poster for the school's hallways using ideas from Supplements 14 and 14A, "If the Shoe Fits. . . ."

2. Supplement 11, "My Declaration of Self-Esteem," can be used to develop one's declaration of self-esteem.

Supplementary Resources

Booklets

Building self-esteem: A guide for parents, schools, and communities. (1992). A booklet that gives suggestions on how to raise self-esteem of children. Features a list of verbal build-ups and put-downs. Available from American Association of School Administrators, 1801 N. Moore Street, Arlington, VA 22209-9988. (703) 875-0748. Purchase price: $2.50.

Positive parent/child communications. (1990). A booklet that gives information on positive communication to build a child's self-esteem. Available from the Bureau for At-Risk Youth, 645 New York Avenue, Huntington, NY 11743. (800) 999-6884. Purchase price: $1.95.

Video

Know yourself: The secret of self-esteem. (1994). A 35-minute video that uses scenarios involving teenagers to illustrate self-awareness as a means to enhancing self-esteem. Available from Sunburst Communications, 39 Washington Avenue, P.O. Box 40, Pleasantville, NY 10570-0040. Purchase price: $199.00.

Working it out at Madison II. (1993). Six teen guidance videos that encourage teens to take responsibility and work out their problems. Each of the six 25-minute videos addresses a topic of interest: self-esteem, peer pressure, stress, communication, single parenting, and dropping out. Available from the Bureau for At-Risk Youth, 645 New York Avenue, Huntington, NY 11743. (800) 999-6884. Purchase price: $95.00 each video.

SUPPLEMENT 7

Psychological Needs

The following are psychological needs related to self-esteem and what the student can do to enhance each area.

Identity—One needs to be noticed and recognized as special. This can be expressed in dress, walk, talk, word choices, hobbies, interests, and beliefs. Identity suffers when comparisons are made, feelings are rejected, and/or the person is ignored.

Connectedness—One needs to be accepted by others, to belong, to be part of things, and to be included or wanted. Connectedness suffers when all things are done for individuals, when all activities must revolve around the teacher, and/or when ridicule is tolerated.

Power—One needs to feel mighty, able to achieve or succeed, and to have self-control.

Meaning—One needs to feel the events in life add up to something, to find a reason for being, to accept oneself, to have hope for the future. Meaning suffers when the control in life is in other people's hands or when one is trapped.

Variety—One needs variety and positive changes in one's daily life. Variety suffers when the person is locked into the same pattern too long and when safety is valued over growth.

Adapted from Chamberlain, V. M. (1992). *Creative home economics instruction* (3rd ed.) (p. 241). Peoria, IL: Glencoe.

SUPPLEMENT 8

The Confidence Game

It takes confidence to move ahead—but gaining more confidence is not as hard as you think. If you play the game, you might actually talk yourself into giving your ego a lift.

DIRECTIONS: Try these ten tips and surprise yourself with growing assurance.

1. **Build Yourself Up.**
   Everyone has a positive side. Instead of worrying about what you can't do, think about your strengths. Make a list of your good points—all of them. Keep reminding yourself of the things you do well, the skills you have with people, machines, plants, your tennis game, your artistic side, or your organizational ability. Talk yourself up—not down.

2. **Talk Positively About Yourself.**
   Modesty is all well and good, but if you keep saying "I'm clumsy," "I'm fat," or "I'm not good enough," you will begin to believe it—and so will others. Advertise your strengths.

3. **Build Positive Expectations.**
   When you constantly apologize, you only sabotage yourself and raise doubts about your work. Don't hand in a project saying, "I know this could be better" or "I'm sorry this was not done sooner." Instead, build positive expectations by saying, "Here's the report. I've given it my best."

4. **Say "I Can."**
   Just because you have never been good at math, writing, or speaking to a group does not mean you can't learn. Adults, because they are more motivated, are often better at learning than when they were children. Give yourself a chance and you may be surprised at your potential.

5. **Sound Convincing.**
   Watch for conversational phrases like "I guess," "Maybe," "I suppose," or "I may be wrong, but . . ." Don't introduce statements with "Don't you think?" or make your statements sound like questions. If you don't sound convinced of what you are saying, how can anyone else be?

6. **Set Goals.**
   Think about where you would like to be in a year or in five years. Then write down the steps you must take to get there, and begin—one step at a time.

7. **Take Action Toward Goals.**
   Everyone is busy and it is easy to find excuses to put off signing up for a course or talking to your boss about ways to advance. Making a move toward your goal, however small, is the only way to get where you want to go. Energy generates more energy. Get moving!

8. **Play the Part.**
   Look at the way successful people dress and behave and do the same yourself. Look people in the eye, shake hands firmly, speak distinctly, and dress well. No one can see inside to know if you are quaking. When you behave more confidently, you fool even yourself. Before you know it, you really will feel more confident.

9. **Volunteer.**
   When you have the chance to take on new responsibilities, don't say, "I'm not sure I can handle it." Try, "I'm excited at the challenge" instead.

10. **Dream.**
    Fantasies are not a waste of time. Picture yourself the way you want to be; think about performing well and succeeding on the job. It can be a rehearsal for reality.

Source: Ohio Department of Education. (1989). *Family and career transition resource guide* (p. 65). Columbus: Division of Vocational and Career Education.

SUPPLEMENT 9

The Positive Approach

1. Take responsibility for your own life. Forget the cop-out of blaming your problems on your family or someone else. Only you can turn your life around.

2. Don't allow others to make you feel powerless. Refuse to accept the viewpoint that you are limited. You don't need everyone's approval to do something that is right for you.

3. Find a purpose in life. It can be rearing children, doing your best in business, or doing your best in whatever suits you. When the going gets rough, keep your sights on your purpose.

4. No matter what, make your relationship with your children work. If it's not working, ask yourself what you can do to make it work.

5. Exchange "I can't" for "I can" in your vocabulary. Seek your family's support. Ask them to help you say, "I can do it."

6. Accept yourself as you are right now even though you may not like some things about yourself. After accepting yourself, plan to change what you dislike.

7. Create small, medium, and large goals. Every so often, check to see how you are meeting those goals. If you haven't met them, decide why.

8. Write down your new, positive beliefs about yourself and put them where you can see them. Repeat them to yourself as often as possible. You will soon begin to feel changes in the way you feel about yourself.

9. Step back and assess yourself regularly. A self-evaluation in the evening will help make the next day better.

10. Begin to see yourself as powerful, successful, and capable of reaching your goals. Picturing yourself reaching your goals will help you replace the old "I can't" image of yourself.

11. Be open to a possibility even if you've never done it and can't imagine how it could be done. Try a new plan even if it runs the risk of failure.

12. Work with a creative idea, plan, or project. Accept other ideas even though you didn't think of them, you won't get the credit, you won't personally benefit from them, or you may not live to see and enjoy them.

13. When you think you've reached the end of the rope, TIE A KNOT AND HANG ON!!!

Source: Ohio Department of Education. (1989). *Family and career transition resource guide* (p. 66). Columbus: Division of Vocational and Career Education.

SUPPLEMENT 10

I Am Me

In all the world, there is no one else exactly like me. There are persons who have some parts like me, but no one adds up exactly like me. Therefore, everything that comes out of me is authentically mine because I alone chose it.

I own everything about me:

my body, including everything it does
my mind, including all its thoughts and ideas
my eyes, including the images of all they behold
my feelings, whatever they may be—anger, joy, frustration, love, disappointment, excitement
my mouth, and all the words that come out of it—polite, sweet, or rough, correct or incorrect
my voice, loud or soft
all my actions, whether they be to others or to myself

I own my fantasies, my dreams, my hopes, my fears.

I own all my triumphs and successes, all my failures and mistakes.

Because I own all of me, I can become intimately acquainted with me. By so doing I can love me and be friendly with me in all my parts. I can then make it possible for all of me to work in my best interests.

I know there are aspects about myself that puzzle me, and other aspects that I do not know. But as long as I am friendly and loving to myself, I can courageously and hopefully look for the solutions to the puzzles and for ways to find out more about me.

However I look and sound, whatever I say and do, and whatever I think and feel at a given moment in time is me. This is authentic and represents where I am at that moment in time.

When I review later how I looked and sounded, what I said and did, and how I thought and felt, some parts may turn out to be unfitting. I can discard that which is unfitting, and keep that which proved fitting, and invent something new for that which I discarded.

I can see, hear, feel, think, say, and do. I have the tools to survive, to be close to others, to be productive, and to make sense and order out of the world of people and things outside of me.

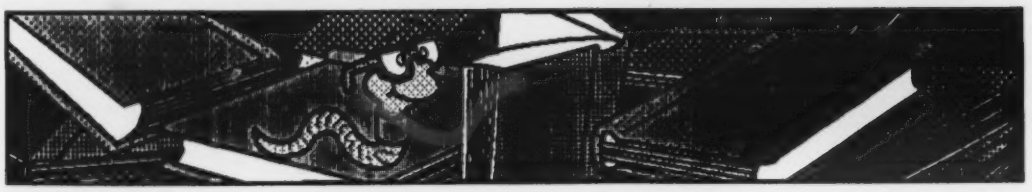
I own me and, therefore, I can engineer me.

I AM ME AND I AM OKAY.

Source: Ohio Department of Education. (1989). *Family and career transition resource guide* (p. 67). Columbus: Division of Vocational and Career Education.

SUPPLEMENT 11

My Declaration of Self-Esteem



I, _____, invite myself to be so strong that nothing can disturb my peace of mind. To make all my friends feel that there is something special in them. To look at the sunny side of everything and make my optimism come true. I promise myself to think only of the best, to work only for the best, and expect only the best. To be about my own. I promise myself to forget the mistakes of the past and press on to the greater achievements of the future. To be cheerful at all times and give every living creature I meet a smile. I promise myself to give so much time to the improvement of myself that I have no time to criticize others. To be too large for worry, too noble for anger, too strong for fear, and too happy to permit the presence of trouble.

I give myself this invitation and promise to value my self-esteem on this day.

SUPPLEMENT 12

Characteristics of High and Low Self-Esteem

DIRECTIONS: Determine whether each of the following phrases is characteristic of high or low self-esteem. Draw a line through the phrases that characterize *low* self-esteem.

Believes strongly in certain principles and values

Is overly sensitive to criticism

Is afraid to make a mistake

Is overly critical of others and self

Is capable of acting in own best judgment

Has few health problems

Blames others

Genuinely enjoys self and life

Participates in wide variety of activities

Feels equal to others as a person

Feels persecuted

Fears competition

Feels confident in ability to deal with challenging situations, despite failures and setbacks

Is reluctant to try new things

Is overresponsive to praise

Resists efforts of peers to dominate or sway

Is sensitive to needs of others

Is shy, timid, and withdrawn

Is uncertain of own opinions and values

May be jealous and possessive

Is flexible and adaptable in changing situations

Cares about others

Has difficulty entering loving relationships

Is happy, energetic, enthusiastic

Enjoys life

Source: Ohio Department of Education. (1989). *Family and career transition resource guide* (p. 71). Columbus: Division of Vocational and Career Education.

SUPPLEMENT 13

Understanding That Other People Have Feelings Too

DIRECTIONS: Read about the following people. Which of the three feelings best describes what the person is feeling? Underline that word.

1. How would most mothers feel if their 15-year-old came home six hours late?
   (happy, worried, thrilled)

2. When a worker does not show up for work, how may the boss feel?
   (guilty, angry, bored)

3. You shovel the sidewalk for an elderly lady who can hardly walk. How does the elderly lady feel toward you?
   (sad, confused, grateful)

4. All the girls in dance club are always talking and laughing, that is, everyone except the new girl, Marcie. How does Marcie feel?
   (lonely, proud, guilty)

5. When Mrs. Smith had a birthday, the neighborhood kids had six red roses delivered to her house. How did she feel?
   (childish, trapped, overjoyed)

6. When all the kids in class will not quiet down even when told several times, how does the teacher feel?
   (frustrated, free, bored)

7. The corner of Amy's coat was hanging outside her locker. Someone pulled on it and tore the coat in shreds. How does Amy feel?
   (lonely, guilty, angry)

8. When Thomas won his first swimming medal, how did he feel?
   (proud, selfish, lonely)

9. Marty asked the boss for a night off so he could go to the basketball game. Even though he could not find a substitute, he insisted on going. The boss had to find the substitute. How did the boss feel?
   (disappointed, happy, afraid)

10. How should Marty feel since he went to the game when the boss did not want him to go?
    (disgusted, guilty, afraid)

11. You decide to go with a friend instead of walking your five-year-old nephew, Billy, home. How might Billy feel since it is 10 p.m. and he is not sure where his house is?
(afraid, guilty, cruel)

12. You take time each day to visit with each of the members of your family about something other than problems. How does it make them feel?
(trapped, playful, pleased)

13. Outside the roads are coated with ice an inch thick. The temperature is ten degrees below zero. A mother's three teenage children are on the way home. The telephone lines are out and so is the electricity. How does the mother feel?
(needed, fearful, childish)

14. Jim Cooper, who was the school custodian, has been in a hospital many months now. The town collected many thousands of dollars to help pay for his hospital bills. The children at the school where he worked have planted 200 different trees in the area that will be called Cooper City Park. What is the feeling Jim gets from the whole town?
(guilt, impatience, love)

15. Lee wants to be a mechanic, but the only school for mechanics is 50 miles away. He does not have the money for either tuition or room and board. The only job he can get without training is pumping gas. What feeling does Lee have deep inside?
(fear, guilt, frustration)

Source: Illinois State Board of Education. (1982). *An individualized program for early school leavers: Twenty individualized modules centering around the world of work.* Macomb: Curriculum Publications Clearinghouse.

SUPPLEMENT 14

If the Shoe Fits . . .

DIRECTIONS: Vote for your favorite shoe and find out what you are like as a person.

Tennis Shoe: comfortable, practical person who gets things done; versatile, fits in most places; likes sports; usually has an active hobby; flexible and adaptable; helps out when needed; likes people; friendly.

Work Boot or Hiking Boot: hard worker; can take getting dirty or meeting a challenge; ready to get going; sometimes impatient; doesn't like to sit around in meetings; will do the unpleasant job if it needs to be done; usually can do many things.

Dress Shoe: can rise to special occasion and be a leader; will step out in front but knows when to be a follower; careful, good manager, dependable, gets the job done in a quiet manner; may speak out if disagrees.

Sandal: carefree, friendly; may be late but makes up for it by being enthusiastic; likes nature; knows how to relax and when to relax; hurries up to get the job done in order to do other things; calls on tennis shoe or work boot for help; has a good time; open to new ideas.

Loafer or Moccasin: cool, calm, comfortable; does the job and then pursues own interests; copes well in stressful situations; practical person; enjoys the opposite sex.

Earth or Nature Shoe: a little different; creative, arty; doesn't always know what day it is; tries out new ideas; has special talents but may not relate to others at times; likes funky things; can really produce when motivated.

Barefoot: nature person; enjoys the physical aspects of life like eating and sleeping.

SUPPLEMENT 14A

If the Shoe Fits . . . (Teacher Notes)

1. Shoes come in all different sizes, shapes, and colors. People also come in different sizes, shapes, and colors. We need all types of people just like we need different kinds of shoes.

2. People choose different shoes as their favorite. We do not all select the same type of shoe because we are different. We are all unique individuals and should respect other people's choices and decisions.

3. Although most of us have a favorite shoe, we may need to try on a new shoe. New shoes may pinch or feel uncomfortable, but sometimes we need to be willing to try on a new shoe. This is also true of ideas. Sometimes we need to try out an idea—even if it hurts a little.

4. We need to stand up for what we believe and step out in front. We need to know when to be a leader and when to be a follower. If we do not do what needs to be done, then we should not kick about what happens.

5. If the shoe fits, wear it.

Source: Workshop handout developed by Drs. Violet Moore and Delbert Hayden, 1988, Department of Economics and Family Living, Western Kentucky University, Bowling Green. Found in *Single-parent/homemaker training for life skills handbook*. (1988). Frankfort: Office of Vocational Education, Kentucky Department of Education.

I Am Lovable and Capable (IALAC)

Teacher Guidelines

The "I Am Lovable and Capable" (IALAC) story is told to illustrate how one's self-concept can be destroyed by others. If told with feeling and imagination, the story can create a very powerful and moving experience.

Take a sheet of paper and write the letters IALAC (pronounced I-ah-lack) on it in large bold print. Holding this to your chest so that people in the group around you can see it, tell them, "Everyone carries an invisible IALAC sign around with them at all times and wherever they go. IALAC stands for 'I am lovable and capable.' This is our self-concept, or how we feel about ourselves. The size of our sign, or how good we feel about ourselves, is often affected by how others interact with us. If somebody is nasty to us, teases us, puts us down, rejects us, or hits us, then a piece of our IALAC sign is destroyed. (Illustrate this by tearing a corner piece off the sign.) I am going to tell you a story to illustrate how this happens in everyday life." Then proceed to tell the people about a person who is the same age they are. Pick a name that no one in the group has. As you tell the story, try to be emotional and dramatic. An outline is provided below. You will have to fill it in with your own imagination. Some teachers have the group help create the story as they go along. As you describe each event that negatively affects the person's IALAC sign, tear another piece of the sign off until, at the end, you are left with almost nothing.

A possible outline for the IALAC story follows. Feel free to adapt, add to, or embellish it in any way you want.

Carol is still lying in bed ten minutes after her alarm has gone off. All of a sudden the snooze alarm goes off, and she says to herself, "Carol, you lazybones, get your body out of bed and get ready for work!" (rip!) Carol gets out of bed, goes to get dressed, and can't find a clean blouse. (rip!) She goes to brush her teeth and her daughter, who's already locked herself in the bathroom, tells Carol it'll be ten more minutes before she's finished! (rip!) She goes to breakfast to find that her son ate the last of the cereal. (rip!) Then her daughter comes to breakfast and yells at Carol, "Why can't you ever get any food? All my other friends' mothers find time to go to the grocery store and fix nice meals. I wish I lived with one of my friends!" (rip!) Then her son comes in the room, blaming Carol for not having washed his soccer uniform for the school pictures being taken today. (rip!) As Carol leaves for work, she forgets her lunch. (rip!) When she gets to the corner she sees the bus pull away so she has to walk to another bus stop five blocks away. (rip!) She's late to work and must report to the supervisor, who gives her a lecture. (rip!)

Continue the story through the day with appropriate examples. Some possibilities are as follows:

- Forgetting a book borrowed from a friend
- Being yelled at by an irate customer
- Breaking the washing machine
- Not knowing answers for the children's homework
- Dropping a tray of food in the cafeteria
- Eating lunch alone
- Burning supper
- Forgetting a meeting
- Making a mistake
- Redoing a report

End the story by showing Carol going to bed with an IALAC sign about as big as a quarter!

Source: Ohio Department of Education. (1989). *Family and career transition resource guide* (p. 71). Columbus: Division of Vocational and Career Education.

COMPETENCY THREE

Identify Sources of Assistance for Achieving Personal Goals.

Student Outcomes

- Develop a personal list of programs, people, and sources of help for improving self-worth and belonging.
- Recognize the importance of personal goals.

Definition

goals – something a person consciously intends to get, achieve, do, or accomplish in life; can short- or long-term

Key Ideas

Goals tell a person where he/she wants to go in life. When a person knows what his/her goals are, the decision-making process is much clearer. Goals can give specific direction. When specific goals are identified and realistically set, the results will be greater personal satisfaction. Personal goal setting for the at-risk student is very crucial in controlling behavior, developing self-esteem, and gaining affection and attention from others.

Personal interest in career choices plays an important part in a student's career planning goal. The student must like what he/she will be doing in the lifelong career before he/she can develop self-confidence and job satisfaction.

Teacher Strategies/Methods

1. Explore alternative high school programs in the area. (**Note**: A partial listing of resources is available in Supplement 17 if needed.) Discuss with students the differences of alternative and conventional high school programs, including attitudes of students and career goals.

   An alternate strategy can be to invite one or more representatives of alternative programs to speak to the class about the programs.

2. To help the student relate school-related experiences to participation in vocational programs, invite a guest speaker to explain his/her job responsibilities. Ask the speaker to provide information about area job opportunities, area vocational training facilities, and what skills employers are looking for.

3. Pass out a piece of Life Savers candy to each student (to focus on the term "lifesource"). Ask students, "Who or what is a lifesaver to you right now?" Answers could be a best friend, a pet, school or some activity in which they are involved. Stress that what is important to a person is a reflection of his/her values. Values shape personal goals.

4. Using Supplement 16, "Goal Setting," as a transparency, discuss the guidelines for setting goals.

5. Stress the importance of goal setting in dropout prevention activities. Emphasize development of attainable personal goals.

6. Using Supplement 17, "Resource Guide to Dropout Sources and Agencies," help students identify with programs and sources of help that are available for encouragement to stay in school. (**Note:** Investigate similar local agencies within area.)

Suggested Student Activities

1. Adopt a grandparent from a local senior citizens center or select one's own grandparents. Ask grandparents to share their knowledge, skills, and assistance to teachers and other school staff. Ask the grandparents to tell why students should stay in school and how staying in school will enhance career possibilities and life experiences. Bring grandparents to class as resource speakers. Videotaped interviews would be another alternative.

2. Think about and jot down where you would like to be in five or ten years and what you would like to be doing. Determine qualifications and skills needed.

3. Write down three short-term goals and three long-term goals on a footprint cut out of construction paper. Mount footprints on a larger piece of paper so the student can visualize goals they have set.

4. Identify a local employee to job shadow (i.e., observe work activities and job responsibilities for a day). Keep a time sheet, a journal of activities, and a diary of thoughts about the job. Report to the group the experience of job shadowing and the effect this may or may not have on career planning.

5. Develop a list of people and/or resources (Supplement 17) that may be available in local area to address particular needs.

Sample Assessments

Knowledge

List four to six important guidelines for setting personal goals. (See Supplement 16, "Goal Setting.")

Application

1. Write down one short-term goal and one long-term goal. Make a list of sources or agencies that could help you with information or give you direction for attaining each goal.

2. Job shadow a mentor that you look up to or admire. Ask that mentor for ideas and direction to finding a job in that career.

Supplementary Resources

Book

Talking with teens. (1992). A personal action guidebook that provides useful tips and incorporates checklists, self-assessment tools, and action plans. Available from Great Performance, Inc., 14964 N.W. Greenbriar Parkway, Beaverton, OR 97006-5776. (800) 433-3803. Purchase price: $3.50.

Booklets

The following booklets are available from American Association of School Administrators, 1801 N. Moore Street, Arlington, VA 22209-9988. (703) 875-0748.

101 ways parents can help students achieve. (1990). Purchase price: $2.50.
Helping hands cards. (1990). Purchase price: 49¢ each.
Helping your child communicate. (1990). Purchase price: $2.50.
What to do if . . . A guide for parents of teenagers. (1990). Purchase price: $2.50.

Video

Ready, set . . . goals. (1990). A 30-minute video that stresses the importance of setting realistic and measurable goals and defines resources that help us to achieve them. Available from Cambridge Home Economics, P.O. Box 2153, Charleston, WV 25328-2153. (800) 468-4227. Purchase price: $79.95.

SUPPLEMENT 16

Goal Setting

Goal setting is a way to change oneself, to become the person you truly want to be. It works like this:

- You select a goal you want to reach.
- Choice: You decide on which path to take to get there.
- You act—achieving your goal—and carry through to other goals.
- You experience the satisfaction of completing a personal goal.
- This reinforces the process and encourages you to set another, higher goal.
- You act—you achieve this goal and move to an even higher success.
- The cycle continues upward to a greater degree of satisfaction and fulfillment—higher, further, faster, better—but built on each progressive success.

Guidelines for Setting Goals

Guidelines should be . . .

conceivable: capable of being put into words.

believable: acceptable as appropriate to my values.

achievable: can be accomplished with my present strengths.

controllable: does not depend on a specific response from another person in order to achieve it.

measurable: I can observe it; I can count it; I can weigh it.

desirable: something I *really* want to do.

stated with no alternatives: not optional, achieved one step at a time.

growth facilitating: not injurious to self, others, or society.

Source: *Colorado core home economics curriculum guides: Life management* (p. LM-III-B-I). (1991). Fort Collins: Colorado State University and Colorado Community College & Occupational Education System.

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SUPPLEMENT 17

Resource Guide to Dropout Sources and Agencies

Parental Assistance and Involvement

The ASPIRA Association, Inc.
1112 16th Street, NW, Suite 340
Washington, DC 20036
(202) 835-3600

National Center for Parents in Dropout Prevention
National Committee for Citizens in Education
10840 Little Patuxent Parkway, Suite 301
Columbia, MD 21044
(800) 638-9675

Home and School Institute
Special Projects Office
1201 16th Street, NW
Washington, DC 20036
(202) 466-3633

Institute for Responsive Education
605 Commonwealth Avenue
Boston, MA 02215
(617) 353-3309

Quality Early Childhood Education

Children's Defense Fund
122 C Street, NW
Washington, DC 20001
(202) 628-8787

High/Scope Educational Research Foundation
600 N. River Street
Ypsilanti, MI 48198-2898
(313) 485-2000

National Association for Education of Young Children
1834 Connecticut Avenue, NW
Washington, DC 20009
(800) 424-2460

Parents as Teachers National Center
8001 Natural Bridge
Marillac Hall
St. Louis, MO 63121-4499
(314) 553-5738

The National Center for Family Literacy
1 Riverfront Plaza, Suite 608
Louisville, KY 40202
(502) 584-1133

Mentoring and Tutoring

Campus Compact
Box 1975
Brown University
Providence, RI 02912
(401) 863-1119

Inter-Cultural Development Research Association (IDRA)
5853 Callaghan Road, Suite 350
San Antonio, TX 78228
(512) 684-8180

The International Centre for Mentoring
Suite 510, 1200 W. Pender Street
Vancouver, British Columbia, Canada V6E 2S9
(604) 684-4134

Career Beginnings Program Center for Human Resources
The Heller School, Brandeis University
P.O. Box 9110
Waltham, MA 02254-9110
(617) 736-3770

National Mentor Contact Network
4802 Fifth Avenue
Pittsburgh, PA 15213
(412) 622-1320

Workforce Readiness and Career Counseling

Center on Education and Training for Employment
The Ohio State University
1960 Kenny Road
Columbus, OH 43210-4815
(614) 293-8163

National Center for Research in Vocational Education
University of California at Berkeley
2150 Shattuck, Suite 1250
Berkeley, CA 94794
(415) 642-4004

Summer Enhancement Programs

STEP Program
Public/Private Ventures
399 Market Street
Philadelphia, PA 19106-2178
(215) 592-9099

JTPA Program Information
Employment & Training Administration
U.S. Department of Labor
200 Constitution Avenue, NW
Room N-4703
Washington, DC 20210
(202) 535-0577

Flexible Schedules and Alternative Programs

International Affiliation of Alternative School Associations and Personnel
1212 7th Street, SE
Cedar Rapids, IA 52403
(319) 398-2193

Alternative Schools Network
1105 W. Lawrence Avenue
Chicago, IL 60640
(312) 728-4030

Community and Business Collaboration

Cities-in-Schools, Inc.
1023 15th Street, NW
Suite 600
Washington, DC 20005
(202) 861-0230

Public/Private Ventures
399 Market Street
Philadelphia, PA 19106
(215) 592-9099

National Association of Partners in Education, Inc.
601 Wythe Street, Suite 200
Alexandria, VA 22314
(703) 836-4880

Illinois State Board of Education

100 N. First Street
Springfield, IL 62777

Karol Chaska
(217) 782-3950

Jean Lewis
(217) 782-4835

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Ohio Department of Education. (1989). *Family and career transition resource guide.* Columbus: Division of Vocational and Career Education.

Sanford, L. T., & Donovan, M. E. (1986). *Understanding and improving the way we think and feel about ourselves.* New York: Penguin Books.

Sarkees, M. D. (1990). Meeting the needs of at-risk students in rural areas: Challenge for the 1990's. (1990). *TASPP Bulletin.* Champaign-Urbana: University of Illinois at Champaign-Urbana, College of Education.

Single-parent/homemaker training for life skills handbook. (1988). Frankfort: Office of Vocational Education, Kentucky Department of Education.

So you want to drop out of school . . . (1991). Clemson, SC: The National Dropout Prevention Center at Clemson University.

The state of America's children: 1991. (1991). Washington, DC: Children's Defense Fund.

Staying in: A dropout prevention handbook K-12. (1979). Madison: University of Wisconsin-Madison, Vocational Studies Center.

Vail, A. (1992) Youth at risk: Doing our part. *Journal of Home Economics, 84*(3), 17-21.

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PART II: HOMELESS

Introduction

What Does It Mean To Be Homeless?
Homelessness (broadly defined) means lack of a fixed residence. This includes those people whose primary nighttime residence is a public or private shelter, an emergency housing placement (such as the motels or hotels used by local welfare agencies), or an abandoned building; or people who live in streets, parks, transportation terminals, automobiles, or campgrounds. Less apparent are the "invisible" homeless, those who move from one setting to another, double up with friends and family, or those who use emergency lodging on occasions.

Being homeless means more than not having a secure place to sleep. Being homeless means having no place to store the things that connect you to your past; losing contact with friends and family; uprooting your kids from school; and having to endure the shame of what is still perceived as personal failure. For some, being homeless means breaking up the family to find lodging for the night. Since many "family shelters" do not allow older boys to stay, many homeless children are placed with relatives or in foster care. Being homeless means enduring the routine indignities of living on the fringes, the frustration of not being able to provide for those who depend on you, the humiliation of having to rely on the kindness of strangers, the anonymity of government assistance. Being homeless means having no center in one's life, no haven to return to, no certainty about tomorrow.

How Many Homeless People Are There?
The unfortunate fact is that nobody knows how many homeless people there are. The National Coalition for the Homeless (1991) estimates there are at least 3 million homeless people in the United States. Not all of them are on the streets or in shelters. Some are staying with friends or relatives, often in overcrowded conditions. Others, particularly in rural areas, are living in something less than housing—shacks or chicken coops, open to the elements and without plumbing or safe ways of heating or cooking.

Families constitute one-third of the nation's homeless population; 100,000 adolescents are among the homeless (Vail, 1992).

What Are the Characteristics?
Certain characteristics have been identified as more prevalent among the homeless than in the general population. The homeless can be placed into three broad categories: (1) those with chronic disabilities, (2) those who have experienced personal crises, and (3) those who have been affected by adverse economic conditions (Berger & Tremblay, 1989).

Chronic Disabilities: those homeless who are substance (alcohol or drug) abusers or who are mentally ill. Approximately 35% of the homeless are substance abusers, and 23% are mentally ill. Across the nation, about 50% of persons using emergency shelters have a chronic disability, and a large percentage of street people also may fall into this category. This group can be considered the chronic homeless; solutions will be difficult to implement (Berger & Tremblay, 1989).

Personal Crisis: those homeless people who have experienced crises such as divorce, domestic violence, or eviction (often only temporarily homeless, unless they are alone without knowledge of how and where to find a support system). Those who lack family ties, close friends, or affiliation with a religious or other local organization may find that their isolation transforms a temporary crisis into a prolonged situation (Berger & Tremblay, 1989).

Economic Conditions: those homeless who have experienced byproducts of poverty, unemployment, a shortage of unskilled or full-time jobs, low wages, and not enough human resources to get or keep employment (Berger & Tremblay, 1989). These people are usually temporarily homeless.

The average American used to equate homelessness with drunks on skid row. Now it is plain that a whole range of people in society have no place to live.

Who Are They?

Runaway, Dropout, Throwaway Youth: Estimates are that one million youth under the age of 18 run away from home each year and, for as many as half, this is a chronic pattern (Hersch, 1988). Approximately 500,000 of these adolescents are involved in illegal activities such as drug abuse and trafficking, prostitution and/or solicitation, and other street crimes (Axelson & Dail, 1988). Homelessness and the violence of the streets are more attractive than remaining in a family setting characterized by alcoholic parents; deprivation; neglect; and physical, sexual, and emotional abuse. Throwaways are children whose parents have essentially discarded them, usually because of divorce and/or economic stress.

Working Poor: Individuals (both men and women) are employed, but do not earn a wage that guarantees their economic self-sufficiency. These men and women work at low- or minimum-wage jobs in cities where rental costs, even at the lowest levels, are beyond their ability to pay (Axelson & Dail, 1988).

Mentally Dysfunctional or Substance Abusers: As many as 25% of the homeless may be mentally dysfunctional and another third are substance abusers at the time they become homeless.

Interpersonal Crisis: Those who have experienced some combination of economic, social, and/or personal crisis have been led to social and physical isolation and eventual homelessness. These individuals are from all social strata, but the tendency is for homelessness to be more common among lower socioeconomic groups.

Homeless Women/Families: Approximately 50% of women heads of homeless families (usually a female who is a single parent) are between the ages of 17 and 25, and are about equally distributed among African-American and white populations. Approximately 10% report being married; the remaining have never married, are separated, divorced, or widowed. Ninety percent will become social system dependents (Aid to Families with Dependent Children [AFDC], on food stamps, and/or Medicaid) as a result of losing their place of residence. Their employment is sporadic, but almost 75% report having been employed at a regular job for a sustained period sometime in the past. The lack of family and social or emotional support is notable. Most of the women report having no emotional or family support available to them (Axelson & Dail, 1988).

Homeless Children: Nearly half are under 5 years of age; 12% are between 12 and 17 years of age. Among children under 5 years of age, there is a marked tendency toward low birth-weight and manifestations of drug-related illnesses that were incurred during the prenatal period (Fagen, 1987). Malnutrition, severe stomach disorders, and poor weight gain and physical development also occur. These children exhibit delayed social and emotional development which causes aggression, withdrawal, and demanding behaviors. There is a tendency toward sleep disorders, abnormal social fear, poor physical coordination, and speech difficulties.

In the school-age population, 50%-66% of the children need psychiatric assistance. These children have symptoms of depression that include high levels of anxiety and suicidal tendencies. School performance is consistently below average due to irregular attendance and chaotic personal lives (Dail, 1988).

Because of their mothers' circumstances—which severely impair their ability to parent—homeless children are subject to both physical and emotional abuse and lack opportunities to develop the needed interpersonal and social skills that can ensure their overall social and emotional development and survival. These children exhibit a diminished sense of self and of their future (Dail, 1988).

Retired/Disabled/Elderly: Retired men/women on low fixed incomes.

Unemployed/Out-of-Work Unskilled and Skilled Laborers: Unemployed people who have been laid off from jobs and who have not retrained for new jobs. Most are lost in the system.

Veterans Who Served Our Nation: After serving our nation in times of war or distress, some veterans have become dysfunctional in society and have no place to live or go, thus becoming homeless.

COMPETENCY ONE

Explain the Circumstances Which Contribute to Homelessness.

Student Outcomes

- Identify some causes of homelessness.
- Identify some danger signals that lead to homelessness.

Definitions

deinstitutionalization – persons discharged from mental hospitals or correctional facilities with no outpatient facilities awaiting them

homelessness – lack of a fixed residence

Key Ideas

The leading cause of contemporary homelessness is the lack of affordable housing. It is estimated that there are two low-income families for every affordable unit. Those who are without homes are the poor, the sick and the disabled, and single parents with young children. As the shortage worsens, the newly homeless have begun to include senior citizens on fixed incomes and low-wage working people.

An economic factor that contributes to homelessness is the large increase in the number of people living in poverty. Every month 821 American children die from poverty. Children are the poorest Americans. One in five (a total of more than 12 million children) are poor (*The State of America's Children*, 1991).

The consistently high rate of structural unemployment and underemployment is considered to be another economic factor that adds to the ranks of the nation's homeless.

The Bureau of Labor Statistics projects that 69% of the new jobs expected between 1988 and 2000 will be in retail trade and services. By the year 2000, close to half the jobs in this country will pay less than the amount needed to rent suitable housing (National Coalition for the Homeless, 1991). Full-time employment may not generate the income needed to afford rent.

As a consequence, many people are unable to find jobs without a permanent address or telephone number. Single parents who head their families and need to work cannot do so unless they have access to day care or their children are enrolled in school. Children without a permanent address have difficulty registering for school, and often move around too much to maintain attendance even if they are registered. Estimates of the numbers of homeless children that do not regularly attend school range from 28% to 43%. Without an education or stable family life, the cycle of homelessness and poverty is likely to continue (Berger & Tremblay, 1989).

Another factor that contributes to homelessness is inadequate mental and physical health care. Uninsured families may have been forced to deplete savings due to serious physical injury and illness. AIDS is fast becoming a cause of homelessness.

While some families become homeless because of an eviction or job loss, most homelessness is caused by an interpersonal crisis. The nature of this crisis varies, but seems to focus upon four areas of concern:

1. Most homeless women report a relationship with a male that dissolves because of physical violence or abuse problems. Frequently it is a violent incident that suddenly causes the women to take their children and leave, thus making them homeless.

2. Many homeless women report major disruptions early in their family life: an absent or unknown father, parental death, mental illness or alcoholism of parent(s), physical abuse, and/or a violent family environment that has created a diminished childhood experience. These circumstances explain the general lack of extended family support at the time of crisis.

3. Mental dysfunction (usually depression, not the schizophrenia commonly seen among the deinstitutionalized) and substance abuse characterize at least one fourth of the homeless. Mothers and fathers are stressed and are facing problems of single parenting under the difficult circumstances of poverty, lack of extended family support, lack of affordable child care, and being without a home.

4. Families report moving an average of 6.6 times in the five years before becoming homeless. Often they have doubled up with others for short periods or used emergency shelters. The tendency has been to move from place to place because of some combination of personal crisis, eviction for nonpayment of rent, demolition of the dwelling, and/or job loss (Axelson & Dail, 1988).

The following are some danger signals of impending homelessness:

- doubling up with family and friends
- being underhoused (living in substandard conditions)
- depleting savings
- trying to live the same lifestyle as before problems occurred
- receiving financial support from family and friends
- having unhealthy relationships
- making bad decisions
- moving often

Teacher Strategies/Methods

1. Dress as a bag lady or homeless person when teaching the first session. Consider attitudes, behaviors, and comments from the students. Do they respect you as a teacher? Were they courteous to you? Would they give you a job if they could? Discuss with the students their feelings and attitudes. Ask them to put themselves in a similar situation.

2. Ask the students if they have heard someone complain that the poor do not work because they are lazy. Name some uncontrollable reasons for unemployment (e.g., pink slip, layoff).

3. Begin discussing the housing problem for low-income families by displaying pictures of low-cost housing of various types. Invite a landlord, tenant, builder, public housing official, and mortgage loan officer to discuss the need for low-income housing. Supplement 1, "Housing Crises," has been provided to discuss problems of low-income housing.

4. Frequently women experience a violent incident(s) that causes them and their children to leave their homes, thus making them homeless. The teacher may wish to review Supplement 2, "Interpersonal Crisis: Spouse/Partner Abuse," and use it to stress awareness and danger signals of an unhealthy relationship.

5. To help students recognize that personal financial problems may be a danger signal to becoming homeless, discuss with students possible danger signals of being financially overextended. Signals may include the following:

   - paying your bills later and later each month
   - depending upon "extra" earnings to cover monthly bills
   - borrowing to pay existing bills
   - charging more and more items
   - using savings to pay current bills
   - being unable to save
   - paying interest due on bills but rarely on principal
   - never paying the full amount of the bill

6. Supplement 3, "Danger Signals of Becoming Homeless," may be used to discuss a number of danger signals of impending homelessness. Encourage students to react to the situations and suggest solutions or preventative measures.

7. Read a comment from a homeless seven-year old about her family:

   "Daddy used to pick stuff—any fruit or vegetables—and Ma and Juan (her three-year-old brother) and me took our car and came up north. Ma said she had relatives up here, but we couldn't find them. We stayed in the car until it wouldn't go no more. We didn't have any money."

   Ask the students to identify causes of homelessness for the child and her family. Discuss these causes and suggest alternatives for the family.

   Causes include the following: lack of affordable housing, few suitable paying jobs for father, father leaving, no family support from relatives, and no money.

8. Define "deinstitutionalization." (See Definitions.) Discuss the effects that it might have on communities. A resource person from a mental health facility or correctional site could be invited to address the problems that exist when persons are discharged from hospitals and prisons with inadequate or nonexistent plans.

Suggested Student Activities

1. Brainstorm a list of causes of homelessness. The list might include the following:

   - lack of affordable housing
   - unemployment
   - underemployment
   - lack of health care
   - job loss
   - eviction

2. Choose one of the obstacles listed in Supplement 2, "Interpersonal Crisis: Spouse/Partner Abuse," on why abuse victims remain in an abusive relationship. Discuss precautions and possible feelings of fear when dealing with an unhealthy relationship.

   An alternate activity may be including a resource person from an area health or crisis agency to discuss spouse/partner abuse.

3. Using Supplement 3, "Danger Signals of Becoming Homeless," read and react to the potential danger signals that may contribute to homelessness. Add any other danger signals to the list.

4. It may be helpful to estimate the amount of debt that can be handled according tc income. Estimate yearly or monthly income and subtract all expenses, debts, and bills from that income. If debts exceed income, discuss the danger signals of personal financial problems. Discuss how they might be resolved.

Sample Assessments

Knowledge

1. Give three conditions under which a person can become homeless.
2. Who are the homeless?
3. Name two danger signs of impending homelessness.

Application

1. Visit a local federal housing agency and ask what the requirements are to qualify for housing. Determine if the standards are such that local people would qualify.
2. If feasible, interview a person who has experienced homelessness or living in a shelter. Identify possible causes, needs, or problems.

Supplementary Resource

Book

The state of America's children: 1991. (1991). Washington, DC: Children's Defense Fund.

SUPPLEMENT 1

Housing Crises

The following are some housing problems for low-income families:

1. Housing costs are steadily taking a larger part of household income, particularly for lower-income people.

   - What does it mean for a person whose income is near the poverty line to spend 40% or more of his/her household income for housing?

     for example: Minimum wage $ 4.25/hr.
     x 40 hrs./wk.
     $ 170/wk.
     x 52 wks./yr.
     $8,840/yr.
     x 40% housing cost
     $3,536 spent on housing/yr.

2. Two and a half million people each year are uprooted from their homes for causes which include the following:

   - rent increases
   - changes in income that make rent payments impossible
   - house under repair
   - house unsafe or undesirable
   - accidental fire or natural damage
   - conversion of rental units to condominiums
   - withdrawal of city services from an area in order to get people to leave and ready it for eventual redevelopment
   - government taking private property for public use (eminent domain)

3. Mortgage delinquencies—foreclosures because of unpaid loans.

4. Overcrowding—It is estimated that there are over three million households living in overcrowded conditions (1.01 or more persons per room).

5. Other elements include the following:

   - The continuing presence of substandard and slum conditions in urban and rural areas.
   - Housing-related health problems—neurological damage to children from lead poisoning; fires and asphyxiation caused by improperly installed and vented heating devices; hypothermia resulting from the absence of adequate heating; or death and injury from fires set to collect insurance awards.

SUPPLEMENT 2

Interpersonal Crisis: Spouse/Partner Abuse

Although some families become homeless because of an eviction or job loss, for most families becoming homeless is usually precipitated by an interpersonal crisis. Most homeless women report a relationship with a male which dissolved due to physical, verbal, emotional abuse, and/or violence. Many of the men with whom they were associated had poor work habits, substance abuse problems, and legal difficulties associated with their violent behavior. Frequently, it is a violent incident which suddenly causes a woman to take her children and leave, thus rendering them homeless.

Obstacles To Getting Help

Many victims remain in an abusive relationship for years. They report that a variety of factors keep them from seeking help or leaving.

- It may be embarrassing for the woman to talk about the violence that goes on in her home. She may feel that she cannot discuss the problem with anyone; that people will either not believe her or will wonder what she did to provoke the abuse.
- Her abuser may have succeeded in isolating her from those who could provide assistance. He may keep her from making friends and may make it difficult for her to maintain a close relationship with her family.
- Repeated physical, emotional, and verbal abuse may have destroyed her self-esteem and caused lasting physical injury. Her abuser may have convinced her that she is at fault. She may believe that the abuse would stop if only she could be a better wife or make the children behave.
- She may be ignorant of her legal alternatives. A battered woman may not know that she can file assault charges or get an emergency protective order.
- She may truly love her abusive partner. She may fantasize that if she waits just a little longer the abuse will stop (e.g., he will get a new job, quit drinking, stop using drugs, and so on). The abuser may feed into this fantasy by becoming very loving following a beating. He may shower her with gifts and promise that it will never happen again.
- She may be financially vulnerable. Sometimes she has no job skills and has never worked outside the home; therefore, she fears she cannot support herself and her children. Or she may have given up her job due to her husband's jealousy or because of frequent absences caused by injuries. Many times she does not want to go on welfare or does not know what financial assistance is available.
- She may not know where to go or what resources are available. She may have no friends or relatives with whom she and her children can stay, and she may not know that shelters for battered women are available.
- Her partner may have convinced her that he will harm himself, her, or the children, if she leaves. She may fear that friends or family helping her may also be placed in danger. (It is true that violence may intensify if the abuser believes his partner is making plans to leave, or actually leaves the home.)
- She may believe that it is not fair to the children to disrupt their lives or to take them away from their father.
- She may believe that leaving is a sign of her failure. Her family, religion, or culture may keep her from viewing divorce as an acceptable alternative, and she may fear the stigma of being a divorced woman.

When women finally do leave the abusive partner, they most often return when he promises to change. If he does not seek counseling, he will be unable to make a lasting improvement, and the violence will resume. Studies have shown that a woman will leave six to seven times before she is finally convinced that he will not change and that she must make a final break if she and her children are to lead a violence-free life.

Source: *Prevention of family violence*. (1989). Frankfort, KY: Department of Education.

SUPPLEMENT 3

Danger Signals of Becoming Homeless

1. **Doubling Up**: Homeless people avoid or delay the move to a shelter by doubling up with family and friends. It is a common strategy in the lives of unhoused people, but the arrangement almost always is a dangerous and temporary one. The family and friends able to take in those who have become homeless are often living in substandard or crowded conditions. The burden of additional persons in a home creates problems forcing the homeless individual or family to search for other arrangements. In many cases, the next step is a shelter or the street.

2. **Underhoused**: Another group of potential homeless people are those living in substandard conditions on the edge of a housing disaster that will make their homes unlivable—a fire, serious housing violations, and/or deteriorated housing that is a result of landlord neglect or beyond the ability of the resident's income to have repaired.

3. **Savings**: Depletion of savings accounts. The use of savings for living between jobs, layoffs, unemployment, health care bills, family crises, or any major expense that would wipe out a personal savings account. A depleted savings account could be a danger signal of things to come.

4. **Lifestyle**: Trying to live the same lifestyle as one did before one encountered problems of unemployment, layoff, health problems, higher taxes, and so on, is dangerous. Lifestyles must be adjusted to allow for variations in income levels. Protecting family from shame and embarrassment is one of the main reasons for wanting to live the same lifestyle.

5. **Support**: Financial support from family and friends and not being able to repay loans. If one depends on family and friends to help with household expenses or other expenses, the dependency should be considered a danger signal.

6. **Unhealthy Relationships**: Being involved in a relationship that is unhealthy, abusive, conditional, or unsteady. Danger signals would be a partner that has a substance addiction, violent temper and behavior, poor work history or does not work at all, laziness, and so on.

7. **Bad Decisions**: Buying on credit; making bad investments.

8. **Mobility**: Moving frequently. Staying in places only temporarily, having to move because of eviction, nonpayment of rent, loss of job, personal crisis, and so on.

COMPETENCY TWO

Identify Problems Resulting from Homelessness and Ways These Might Be Resolved.

Student Outcomes

- Understand how the lack of a permanent home affects the quality of life for individuals, mothers, children, and families.
- Develop an awareness of the stressful and difficult living arrangements that shelters can create for the homeless.
- Identify some problems resulting from being forced to live on the streets.

Definitions

homelessness	– broadly defined, means lack of a fixed residence
poverty	– anyone living with an annual cash income below the government's official poverty level
precariously housed	– spending the night in doubled-up shared housing with family or friends
street people	– those who sleep in the open or in public spaces
shelter people	– those who use a shelter at any time
resource people	– those staying with family and friends or in a low-cost hotel/motel
working poor	– people who do not earn enough money to afford housing but earn too much to meet heightened eligibility requirements for public assistance

Key Ideas

By definition, the homeless lack shelter. Without shelter, homeless persons have no place in which to conduct the daily activities necessary to function as self-sufficient members of society or in which to find protection from the elements or criminals.

Without an address, the homeless have no place to keep their possessions and find it difficult to secure a job or get welfare benefits. With no permanent address, employers are reluctant to hire the homeless.

Presently, the shelter system encompasses a complex of facilities and services available to homeless people. These include emergency shelters, transitional housing, hotels, motels, trailer parks, drop-in centers, soup kitchens, food pantries, and breadlines (Boxhill, 1987).

Problems with the Shelter Systems

Many shelters do not provide facilities for families; therefore families are forced to break up, abandon their children, or turn them over to foster care. Some shelters will not accept husbands/fathers or older male children into the facility. Thus, those families that do have an adult male present will likely be separated from him if they seek public shelter. The forced absence of a significant family member further reduces opportunities for natural human connections when emotional support and physical nearness would be helpful, if not necessary.

The hours that a person can spend in a shelter are limited. Often homeless people are required to leave the shelter during the day, as early as 5:30 in the morning. The maximum length of time a person can be lodged in a shelter may range from one night to over a year. Time restrictions such as these can contribute to the destabilization and stress experienced by homeless people (Rivlin & Imbimbo, 1989).

Shelterization goes beyond the adaptation to the shelters. It includes the loss of personal responsibility for getting out of the shelter; loss of a sense of ties; avoidance of family and friends; and loss of ambition, pride, self-respect, and confidence.

Many facilities used as emergency shelters for homeless families are located in dangerous neighborhoods where criminal activity is commonplace. Often families are crowded into one room without a kitchen or private bathroom. From waking to sleeping, mothers and their children live in shared spaces. Family units which have previously enjoyed the freedom to express love, caring, frustration, anger, and all other emotions in their own homes are now forced to express their feelings in communal settings, subject themselves to prevailing shelter rules for communal living, stifle their strongest and deepest feelings, expose their personal style of "mothering" to strangers, capitulate to peer pressure, and catch glimpses of who they appear to be in the eyes of onlookers (Rivlin & Imbimbo, 1989).

There may be no outdoor space for children to play. Since shelters house chronic substance abusers, petty criminals, and/or prostitutes, this is a frightening environment for a family with children.

Hunger and poor nutrition is prevalent. Obtaining food by visiting an organized source such as a soup kitchen or by scavenging throughout a neighborhood does not provide adequate nutrition.

Poor physical health is often a byproduct of time spent on the streets. The exposure to extreme cold, inadequate clothing, poor nutrition, limited opportunities to bathe, possible contact with persons with contagious illnesses, and problems in obtaining needed medical care contribute to a high incidence of poor health (Berger & Tremblay, 1989). The homeless often have symptoms of hypothermia, parasitic infestations, degenerative joint diseases, and vascular and skin disorders of the feet and legs (*Homelessness, Health, and Human Needs*, 1988).

A street environment makes the homeless easy targets of victimization. Persons who are malnourished or under the influence of alcohol or drugs may lack the physical resources to protect themselves.

Over time, the growth and development of homeless individuals can be stunted. Negative effects are found across all age groups. Homeless pregnant women often receive little or no prenatal care. Infants are at risk of being delivered prematurely. Homeless school-age children have difficulty keeping up with their peers when schooling is frequently interrupted or occurs in various locations. The skills useful in adapting to homeless environments can create behavior problems in a classroom environment. These conditions may lead to low self-esteem and limited skills and knowledge for coping successfully in American society throughout life.

The combined effects of poverty, violence, and deprivation on a person's self-esteem have contributed to the cycle of continuing poverty; family breakdowns; and, more recently, family homelessness. Poverty alone erodes a person's confidence and creates feelings of despair and alienation. When poverty is coupled with other factors such as the lack of early nurturing by a mothering figure, childhood abuse, and living in unstable situations during one's formative years, the effects are especially damaging.

There are those who may become mentally ill as a result of being homeless over a long period of time. Children younger than five may show signs of severe and perhaps lifelong emotional, social, and cognitive problems.

Teacher Strategies/Methods

1. Determine if students are aware of homeless people and people living in poverty by asking some simple questions:

   - Are there hungry people in the United States?
   - Are there hungry people in your community?
   - Where are they located?

   Use a city, county, or United States map to pinpoint areas where students think poverty exists.

2. Using Supplement 4, "Defining Poverty," as an overhead, discuss with the students their own definition of poverty. Discuss differences in how students perceive poverty.

3. Suggest role playing using an American mother telling a child, "Now, Honey, finish your dinner, think of all the people starving in Africa." Discuss the stigmatism associated with the homeless. Do American people deny the fact there are homeless and starving people in America?

4. To help students recognize problems resulting from being forced to live on the streets, the teacher may wish to emphasize how the growth and development of homeless individuals can be stunted (see Key Ideas). Discuss the difficulty homeless children may have in school. Ask students to list other problems resulting from living on the streets.

5. Discuss with the students possible solutions to some of the problems in homeless situations (e.g., not being able to leave children in shelters during the day for safety reasons could hinder the homeless person from getting and keeping a job; no child care; unsafe shelters).

6. Sponsor a community drive to raise money for the homeless.

Suggested Student Activities

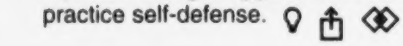
1. Create a definition for poverty using Supplement 4, "Defining Poverty." Complete Supplement 5, "What Does It Mean To Be Poor." Discuss questions. Determine if any students want to change their definition of poverty.

2. In a group setting, brainstorm a way to devise a carry-all for everything one owns or needs for personal survival. (This activity is intended to make students see what it would mean to have no permanent home to keep one's private possessions, and to carry all of one's possessions night and day.)

3. Using Supplement 6, "No Permanent Address," as an idea starter, make a list of the problems that might occur as a result of having no permanent address (e.g., cannot receive welfare checks, cannot enroll children in school).

4. Divide into groups. Discuss the effects living in a shelter with no privacy or place to keep personal possessions could have on a family's behavior toward one another and other people. Discuss how a homeless family might maintain privacy and the feelings of a home. How would stressful living in a shelter affect each member of the family? Have the group report their discussions and possible solutions to the class.

5. Brainstorm a list of effects from being forced to live on the streets. These might include the effect on health from extreme heat and cold, inadequate clothing, poor nutrition, limited opportunities to bathe, possible contact with persons with contagious illnesses, and problems in obtaining medical care (e.g., limited opportunities to bathe may cause cases of lice, infections, skin disorders, and so on).

6. Role play a situation that a homeless person may encounter in shelters (e.g., being mugged for food donated by a passerby). Offer solutions and precautions that could be effective for defending oneself. Some examples could be a person being mugged for food may offer to share food, hide the food in an inconspicuous place until safe to eat, or practice self-defense. 

Sample Assessments

Knowledge

1. Define poverty.
2. List three things a person cannot do without an address.
3. Identify health problems that could be caused by living on the streets.

Application

1. Volunteer at a home for abused women or other coalition for the homeless in your area.
2. Sponsor fundraising events to raise money for the homeless.

SUPPLEMENT 4

Defining Poverty

DIRECTIONS: In this exercise you will create your own definition of poverty. Consider the men in the following cartoon. Most people would consider a person who does not live in some sort of home or shelter as poor. By this definition, the men in the cartoon are poor. But most people would not consider a person who couldn't afford a cabin cruiser as "poor." Most people view cabin cruisers as luxuries, not one of life's essentials. What does it mean to be poor?

"There's Always Someone Worse Off Than Yourself."

© Wiles/Rothco

Source: Is poverty in America a serious problem? (1988). In *Opposing viewpoints pamphlets* (p. 55). San Diego, CA: Greenhaven Press.

SUPPLEMENT 5

What Does It Mean To Be Poor?

Step I

DIRECTIONS: Working in small groups, discuss the items listed below. Mark "E" for essential items—things you believe people must have. Mark "N" for nonessential items—items that are luxuries a person could live without.

_____ three meals a day
_____ cigarettes
_____ private hot shower
_____ heating
_____ a washer and dryer
_____ a car
_____ a VCR
_____ a warm coat
_____ a stereo
_____ a telephone
_____ health care or insurance
_____ post-high school education (college or vocational school)
_____ annual dental and eye checkups
_____ housing with at least one private room
_____ more than five changes of clothing
_____ enough money for occasional snacks, trips to movies
_____ meal at fast-food restaurant once a week
_____ shelter
_____ indoor running water
_____ one "good" outfit of clothing
_____ air-conditioning
_____ a job
_____ a television set
_____ electricity
_____ a refrigerator
_____ a radio
_____ a personal computer
_____ high school education

Step II

DIRECTIONS: Discuss the following questions with the class:

1. Examine your list of essential items. Which ones are actually essential to survival and which are essential to a "humane" existence—a level above bare survival?

2. Write an item-based definition of poverty: A person suffers from poverty if he/she lacks these items: ___ , ___ .

3. How absolute is your group's definition? If a person lacked only one of your essentials, is he/she still poor? If a person has several nonessentials but lacks some essentials, is he/she still poor?

Source: Is poverty in America a serious problem? (1988). In *Opposing viewpoints pamphlets* (pp. 56-57). San Diego, CA: Greenhaven Press.

No Permanent Address

DIRECTIONS: Working in small groups, brainstorm problems associated with having no permanent address.

COMPETENCY THREE

Describe Ways in Which Homeless Persons May Seek To Satisfy Their Human Needs.

Student Outcomes

- Relate some creative and resourceful means that homeless people use to meet their needs for food, clothing, and shelter.
- Identify some survival strategies utilized by homeless persons in meeting their physical, social, and psychological needs.

Key Ideas

If one's needs are inadequately satisfied (too many frustrations), or there has been a deprivation of love, one can become disordered, anxious, tense, fearful, and hostile.

Survival strategies the homeless employ include self-help communities, found spaces, and creative resourcefulness.

Definitions

empties	– a type of shelter that homeless persons find (e.g., an abandoned or empty building)
found spaces	– another type of shelter that homeless persons find are locations in which they can spend their days without being threatened or harassed (invisible or visible locations)
human needs	– an urge or drive of the organism which must be satisfied if the organism or the group is to survive
physical	– meeting needs of the body
psychological	– dealing with the mind and with mental and emotional processes
self-help community	– an empty, city-owned lot, a found space, transformed into housing by a group of homeless persons
social	– having to do with human beings in their living together

Teacher Strategies/Methods

1. To increase students' abilities to assess and handle difficult situations, students should discuss how to defend themselves, be able to demonstrate physical self-defense techniques, and be physically fit.

   - Discuss or role play with students the different types of dangerous situations and how best to handle them. Ask students to name places that might be dangerous; discuss how they can try to judge whether they are being followed or whether a person is likely to accost them. Urge them to trust their instincts whenever they find a situation uncomfortable. Emphasize it is always best to avoid a potentially dangerous situation.

   - Invite someone who teaches self-defense to explain and demonstrate basic techniques. Have students practice these techniques.

2. Using Supplement 7, "The Affordable Home," as an overhead, discuss with students the meaning of the cartoon. Try to make the following points:

   - There are problems with availability of low-income housing.

   - The homeless person needs to be resourceful in satisfying personal needs such as using the refrigerator box for shelter.

   Encourage students to comment on their thoughts and the effect the cartoon has on them.

3. Increase the students' awareness of survival strategies of the homeless by reading and discussing Supplement 8, "Found Spaces." Point out that self-help communities and found spaces are resourceful techniques used by the homeless to provide shelter and fulfill their human needs.

4. Ask the students to make a list of places where homeless people might congregate in their area. For example, a homeless woman that sleeps in her car may go to Wal-Mart during the day to spend her time at the refreshment center; she may go to the restroom and brush her teeth or bathe. In a public place she is not considered a threat to the community.

   Let students brainstorm resources that the homeless may resort to in order to satisfy personal needs.

Suggested Student Activities

1. Read Supplement 9, "Short Story: Being Homeless." Divide into small groups and list creative ways the character satisfied his human needs (i.e., physical, social, and psychological).

2. Using Supplement 10, "Objects of Resourcefulness," divide into groups and brainstorm different ways each object could be used to help satisfy a homeless person's needs (including physical, social, or psychological,). Give suggestions of other items that could have been included.

3. Bring in a picture of a homeless person from a magazine or newspaper. React to the picture, person, and or belongings. Comment on the students' thoughts and feelings toward this person. What kind of values may this person have? What may have caused this person's homelessness?

Sample Assessments

Knowledge

1. List some ways homeless people meet their need for food.

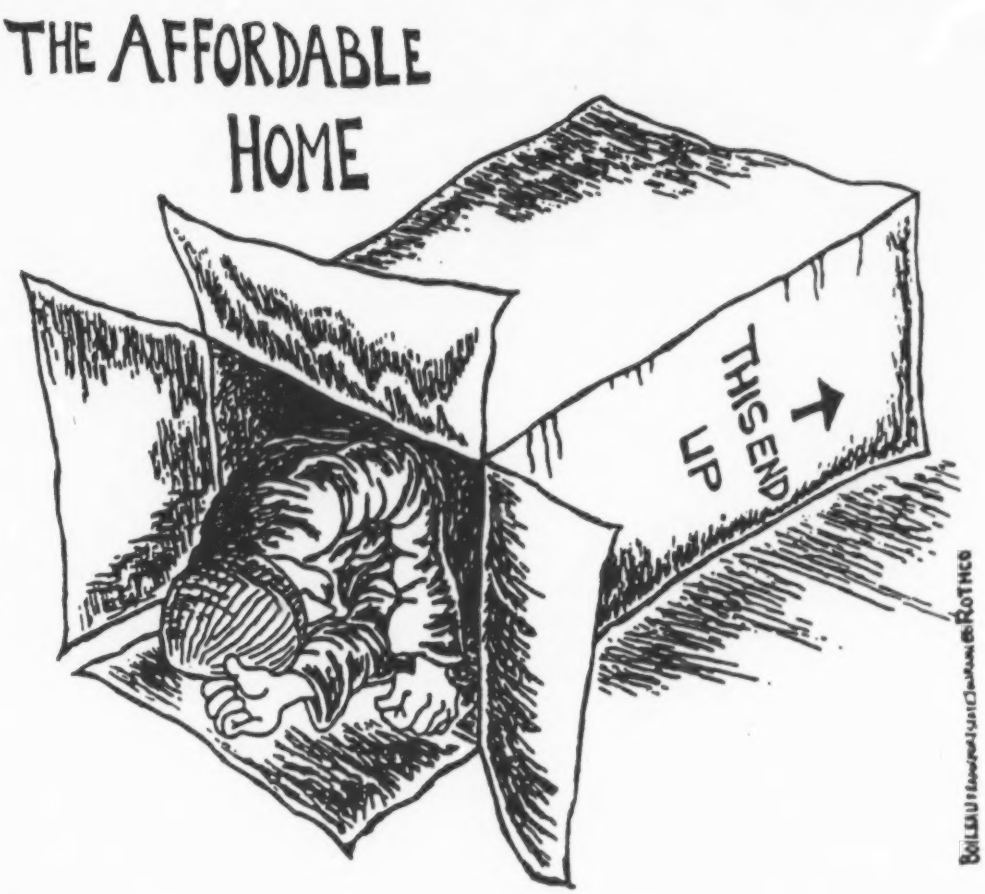
2. List some ways homeless people meet their need for shelter.

Application

Bring objects to class that a homeless person may use to meet a shelter need.

SUPPLEMENT 7

The Affordable Home



© Boileau/*Frankfort State Journal*/Rothco

Source: What are the causes of homelessness? (1990). In *Opposing viewpoints pamphlets* (p. 67). San Diego, CA: Greenhaven Press.

SUPPLEMENT 8

Found Spaces

Many homeless persons spend a great deal of their time trying to locate spaces where they can remain without being threatened or harassed. Some of these are visible places (e.g., the fronts or lobbies of buildings), while others are invisible ones (e.g., narrow spaces or crevices of transportation stations, back alleys, and unoccupied apartments of abandoned buildings). Many found spaces are conventional places such as libraries, movie houses, parks, and benches (Rivlin & Imbimbo, 1989).

For homeless people, these places are shelters where they pass the time, and keep warm or cool—places to which they can go without being chased, and places where they feel comfortable and protected.

Homeless people must find places where they can groom themselves, wash their hair, and eat.

For a variety of reasons (including safety), many homeless persons prefer to be in public areas. When other people are around, the homeless persons can often blend in with the activities of others. It is when they do not conform to the norms of public places (e.g., falling asleep in the railroad station waiting room or in the library) that someone may identify them as "inappropriate" to the place and attempt to remove them (Rivlin & Imbimbo, 1989).

Self-Help Communities

At first glance the lot may look like any other in the neighborhood—some refuse, weeds, and assorted wild vegetation growing. On closer examination there are simple, self-crafted buildings—sheds and shacks.

The lot is alive with people and filled with their belongings. This is housing to some homeless persons who welcome visitors and are anxious to share their hospitality and stories.

This "Shantytown" is an example of a self-help community created by several homeless persons who decided that they could provide better care and services for themselves and for others than was available in the municipal shelter system. It represents one of the strategies that is used by the growing number of homeless people in this country, a strategy that enables them to circumvent the institutional system set up as society's solution to the problem of homelessness and control the resources needed to survive in the absence of permanent housing (Rivlin & Imbimbo, 1989).

SUPPLEMENT 9

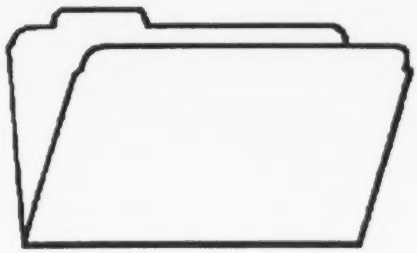
Short Story: Being Homeless

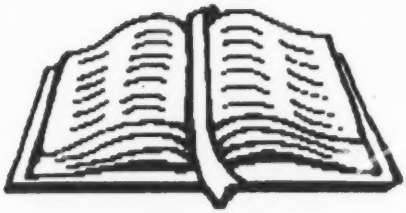
Being homeless isn't as easy as it sounds. Just ask Eddie Watters. Eddie used to own a bar on 23rd Street—a mom-and-pop bar that Eddie grew up in during the time his mother and father had owned it. When Pop and Granny died, Eddie was just barely a man, and the bar was his life. Come to find out, the bar would be part of his downfall. It wasn't long until the days got longer and longer trying to make ends meet as a young man, and a few glasses of wine helped him get through the long, cold days and the long, lonely nights on 23rd Street. Business was pretty good with a steady stream of locals coming in to pour their hearts out to Eddie, who always had a dollar to loan, and who always thought the problems were easier to solve at the end of a wine bottle. One day, Eddie gave it up: the bar, the problems, the bills, life. Out on the street, life should be simple—a day's worth of cigars, enough food and wine (always wine), and memories of how it was when Pop and Granny took care of him as a kid. Eddie was more than just a homeless man. After all, he could build a house out of appliance boxes, and could always get top dollar for recyclable bottles and cans; and he could dumpster-dive for the latest cast-off fashions.

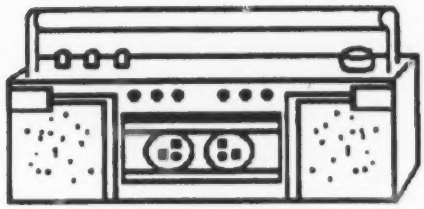
Who in their right mind would want to go back?

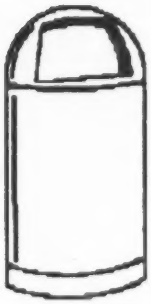
SUPPLEMENT 10

Objects of Resourcefulness









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COMPETENCY FOUR

Determine Available Sources of Help for Individuals and Families Facing Homelessness.

Student Outcomes

- Develop an awareness of how one can act effectively as a citizen and as a caring member of society concerning the homeless.
- List ways to help the homeless build an independent and self-sufficient way of life.
- Identify the available resources and programs available to help the homeless.

Definitions

advocate – one who pleads another's cause; or to be in support of something

coalition – a union or member for a common cause (e.g., the homeless)

Key Ideas

Since becoming a homeless family involves more than one causal factor, it is important to avoid focusing on the victim.

Since many of the predictors of homelessness tend to center on family-related experiences, the family should be an important and critical focus of attention when considering solutions to this complex social problem.

Ways suggested that work to solve the deeper problem of homelessness include recognizing the problems of our socioeconomic system and confronting them; changing the tax structure; providing social insurance for the elderly; constructing affordable housing; instituting a high-quality health care (physical, mental, and behavioral) for those of the poor needing it; and establishing a minimum living wage, not a minimal wage. For those who cannot work, guarantee an income sufficiently above the poverty level—that is, above the level now set, which is well below the poverty level (Bassuk, Lauriat, & Rubin, 1987).

No single approach can adequately address all of the housing needs of low-income families; however, housing assistance programs enable low-income people to obtain decent housing at costs that they can afford.

Public policy which focuses upon families must directly reflect the unique needs of the single parent—female-headed households—the most common structure of the homeless family. Changes should include a qualitative and quantitative supply of emergency shelters for women (and families) that are accessible, have simple admission procedures, and have special provisions for children. Community efforts to develop transitional and permanent housing and vocational training should be undertaken and supported. Departments of mental health and mental retardation should expand their outreach efforts to those who are eligible to receive AFDC, Supplemental Security Income, and Disability benefits. Agencies should redirect some of their programs to specifically meet the needs of homeless women and children. Cities and states could be encouraged to build or convert facilities so that there are adequate supplies of transitional and permanent, affordable housing, and the public assistance allowance should be raised to reflect inflation and rising minimum rent costs (Axelson & Dail, 1988).

Child care for the homeless family depends on public assistance. Without child care, mothers cannot work and will not be able to secure housing.

The homeless need help in order to build an independent, self-sufficient way of life. It is suggested that day centers be established in cities with high homeless populations. Day centers would provide a place for the homeless to go during the day and would help them meet their basic needs while taking steps toward self-sufficiency. The day centers would not be responsible for sheltering the homeless but would actively engage in referral activities and shelter placement. Showers and bathrooms, laundry facilities, local service telephones, transportation to job interviews, and clothing would be available at the day centers.

Homeless people entering the day center would be classified by stages of need, with self-sufficiency as the overall goal. In the *crisis stage*, an individual or family would be given priority if faced with a life-threatening situation. Food, temporary housing, medical, or any other assistance would be provided to save lives.

In the *stabilization stage*, assistance in finding a job or obtaining housing or food would be provided.

In the *relocation stage*, assistance in finding permanent housing would be available.

In the *follow-up stage*, an individual or family would be visited at home to determine stability and need for other public assistance (Hawks, 1989).

By assisting the homeless to become independent and self-sufficient, there not only is a greater possibility of improving their quality of life, but also a greater possibility of reducing the financial and emotional drain on society (Hawks, 1989).

There is not any one solution to homelessness. Each community has to ask itself the following questions: Who are the homeless? Why are they homeless? What are the solutions for our community? Each community has to determine which solutions would work best for its homeless people.

Teacher Strategies/Methods

1. As an introduction to Competency Four, discuss the roles that government plays in solving the homeless problem. Refer to Supplement 12, "Government Sources of Help," for assistance.

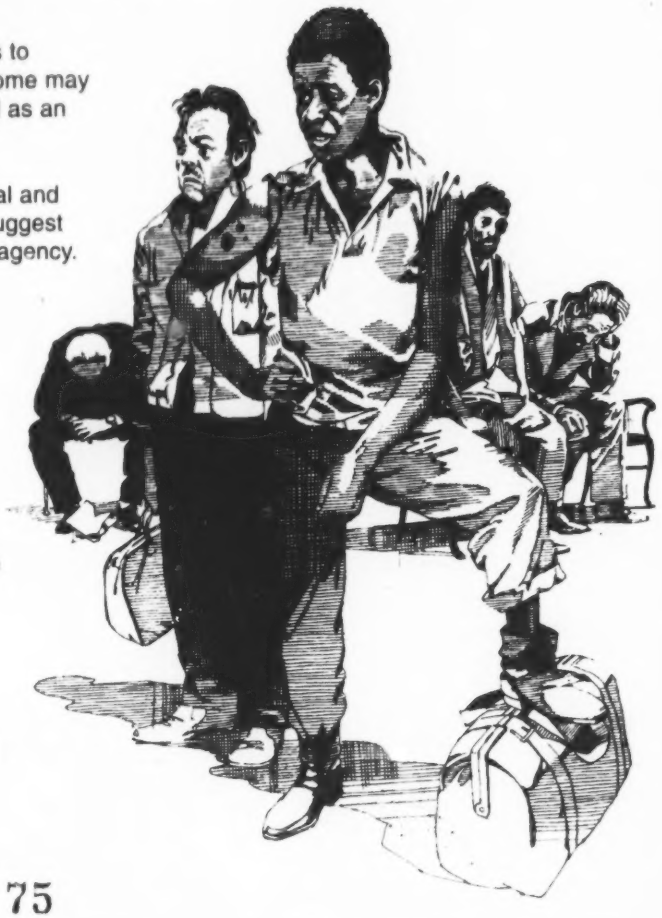
2. Help students understand the importance of not stereotyping homeless people. For example, some may describe a homeless person as a drug addict or someone who is to blame for their troubles. Some may say all homeless people are lazy and that they do not want to work or find a home. Stress that each homeless person is an individual with shared common problems but a unique history.

3. Determine if students would have an interest in getting involved in a homeless project with classmates or friends. Ideas might include the following:

   - Collect cans of food for abused women and children shelters.
   - Share an activity with a homeless person. If one loves books, he/she could volunteer to read to homeless children; if one likes sports, he/she could help organize basketball games or other sports events.
   - Donate time to a nonprofit or religious organizations who operate soup kitchens and shelters. There is a continuing need for caring volunteers and funds to keep these programs running.
   - Offer a meal, a cup of coffee, a blanket, or pair of gloves. This can be done as part of an organized effort in which a group of people gather essential items and distribute them to people on the streets.

   Note: It is recommended that individuals join agencies to coordinate efforts and to avoid abuse by individuals (some may abuse the system; it may be dangerous to get involved as an individual).

4. Use Supplement 12, already mentioned, to identify local and government agencies who work with the homeless. Suggest that students interview a resource person from a local agency. Report back to class.



Suggested Student Activities

1. The teacher might assist students in expressing their views about the homeless to Senators and Representatives. (After being prepared and having the correct facts, students might write letters, make telephone calls, and set up appointments to see them when they are in their home districts.)

2. Individually or in groups, inform others about homelessness and what can be done to help—talk to a group or organization, write an article for the local newspaper, or call in to radio talk shows.

3. Explore agencies or local groups who work with homeless concerns. Resource persons may be brought in to create public awareness of the numbers of homeless people, the reasons for growing homelessness, and the measures that need to be taken to achieve the national goal of "a decent home and a suitable living environment" for all.

4. Using Supplement 11, "The Ability To Empathize," role play participants at a town meeting who decide what to do about the homeless people in their community. After the group makes a decision, explain to the others how they came to that decision on how to help the homeless in their community. (See Supplement 11 for directions.)

Sample Assessments

Knowledge

List two agencies in your area that help the homeless.

Application

1. Volunteer your services at one of the agencies previously mentioned.

2. Develop a group activity to help the homeless such as volunteering at a shelter, educating the community, telling decision-makers about your concerns, and suggesting solutions for working with homeless children.

SUPPLEMENT 11

The Ability To Empathize

This exercise is designed to improve the students' problem-solving skills through empathizing: the ability to understand situations from another's point of view.

In this activity, the student and his/her group are asked to imagine themselves as participants at a meeting to decide what to do about the homeless people in their community. Each group member will play the role of one of the key figures in the decision-making process.

The Situation

In recent months, homeless people have migrated to the community of _____ and have been setting up residence in the town park. Many residents have complained about their appearance and behavior. Working with local church groups, the town has constructed a makeshift shelter in the basement of the old City Hall, but some of the homeless refuse to stay there, saying they would rather live in the park.

Two proposals have been made. One would make it a crime to sleep overnight on public property, punishable by a thirty-day jail sentence or a one-way bus ticket out of town (depending on whether the jail was full). The other proposal, at considerably greater expense, would improve the shelter to include private rooms, a mental health treatment center, and job counseling. When the remodeling was completed, all homeless people would be required to live in the improved shelter.

The Roles

- a town council member—who is worried about costs and taxes, and whether an improved shelter would attract more homeless to the area
- an activist—from the National Coalition for the Homeless, who is not a resident of the community
- a parent—whose children are afraid to play in the park
- a psychologist—who works with the homeless in his/her spare time
- a homeless person—who lives in the park, refuses offers of help, and may or may not be mentally ill

The group should discuss which proposal to recommend, if any. Each person should take one of the roles listed and then argue that person's point of view. Try to imagine and explain that person's feelings about the issues involved.

After the group makes a decision, prepare a written rationale to present to the rest of the group in which they explain how they came to their decision.

Source: How should society deal with the homeless? (1988). In *Opposing viewpoints pamphlets* (pp. 140, 141). San Diego, CA: Greenhaven Press.

SUPPLEMENT 12

Government Sources of Help

Stewart B. McKinney Homeless Assistance Act

Emergency Food and Shelter Program

Urgent Relief for the Homeless Act

1. Health care
2. Community-based mental health services for homeless individuals who are chronically mentally ill
3. Emergency shelter
4. Transitional housing, especially for the elderly and homeless families with children
5. Community services to provide follow-up and long-term services
6. Job and literacy training
7. Permanent housing for handicapped, homeless persons
8. Grants for groups to renovate, convert, purchase, lease, or construct facilities

Interagency Council on the Homeless—independent council to coordinate federal homeless assistance programs

Department of Housing and Urban Development (HUD)

Homeless Assistance Programs of the Federal Emergency Management Agency (FEMA)

Homeless Assistance Programs of the Department of Health and Human Services (HHS)

Homeless Assistance Programs of the Department of Veterans Affairs (VA)

Homeless Assistance Programs of the Department of Education

1. Adult Education for the Homeless
2. Education for Homeless Children and Youth

Homeless Assistance Programs of the Department of Labor

Job Training for the Homeless Demonstration Program

Information on Federal Property Disposition Programs

Information on the Interagency Council on the Homeless

Hotline at (202) 265-2506 to hear a recorded message on what you can do to support action on behalf of homeless people.

National Coalition for the Homeless
1621 Connecticut Avenue, NW
Washington, DC 20009
(202) 265-2371

National Coalition for the Homeless
105 E. 22nd Street
New York, NY 10010
(212) 460-8110

Children's Defense Fund
122 C Street, NW
Washington, DC 20001
(202) 628-8787

The Hunger Project
1388 Sutter Street
San Francisco, CA 94109
(415) 928-8700

Illinois Department of Public Aid

Illinois Department of Commerce and Community Affairs

Community and Local Sources of Information

Southern Illinois Coalition for the Homeless
"Homeless to Homeowner" Families pay 28% of their monthly income for rent until the purchasing cost of the house is paid, at which time they become homeowners.

Anna Bixby Women's Center
Director
Homeless Youth Advocate
Harrisburg, IL 62946

The Family Crisis Center
West Main Street
West Frankfort, IL

Carbondale Inter Church Council
Carbondale, IL

Shawnee Development Council
Karnak, IL

Southern Seven Health Department
Ullin, IL

Volunteer Services, Inc.
Marion, IL

Williamson County Family Crisis Center
Marion, IL

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WORLD-CLASS EDUCATION FOR THE 21ST CENTURY: THE CHALLENGE AND THE VISION

VISION STATEMENT

As we approach the 21st century, there is broad-based agreement that the education we provide for our children will determine America's future role in the community of nations, the character of our society, and the quality of our individual lives. Thus, education has become the most important responsibility of our nation and our state, with an imperative for bold new directions and renewed commitments.

To meet the global challenges this responsibility presents, the State of Illinois will provide the leadership necessary to guarantee access to a system of high-quality public education. This system will develop in all students the knowledge, understanding, skills and attitudes that will enable all residents to lead productive and fulfilling lives in a complex and changing society. All students will be provided appropriate and adequate opportunities to learn to:

- communicate with words, numbers, visual images, symbols and sounds;
- think analytically and creatively, and be able to solve problems to meet personal, social and academic needs;
- develop physical and emotional well-being;
- contribute as citizens in local, state, national and global communities;
- work independently and cooperatively in groups;
- understand and appreciate the diversity of our world and the interdependence of its peoples;
- contribute to the economic well-being of society; and
- continue to learn throughout their lives.

MISSION STATEMENT

The State Board of Education believes that the current educational system is not meeting the needs of the people of Illinois. Substantial change is needed to fulfill this responsibility. The State Board of Education will provide the leadership necessary to begin this process of change by committing to the following goals.

ILLINOIS GOALS

1. Each Illinois public school student will exhibit mastery of the learner outcomes defined in the State Goals for Learning, demonstrate the ability to solve problems and perform tasks requiring higher-order thinking skills, and be prepared to succeed in our diverse society and the global work force.

2. All people of Illinois will be literate, lifelong learners who are knowledgeable about the rights and responsibilities of citizenship and able to contribute to the social and economic well-being of our diverse, global society.

3. All Illinois public school students will be served by an education delivery system which focuses on student outcomes; promotes maximum flexibility for shared decision making at the local level; and has an accountability process which includes rewards, interventions and assistance for schools.

4. All Illinois public school students will have access to schools and classrooms with highly qualified and effective professionals who ensure that students achieve high levels of learning.

5. All Illinois public school students will attend schools which effectively use technology as a resource to support student learning and improve operational efficiency.

6. All Illinois public school students will attend schools which actively develop the support, involvement and commitment of their community by the establishment of partnerships and/or linkages to ensure the success of all students.

7. Every Illinois public school student will attend a school that is supported by an adequate, equitable, stable and predictable system of finance.

8. Each child in Illinois will receive the support services necessary to enter the public school system ready to learn and progress successfully through school. The public school system will serve as a leader in collaborative efforts among private and public agencies so that comprehensive and coordinated health, human and social services reach children and their families.

Developed by citizens of Illinois through a process supported by the Governor, the Illinois State Board of Education and the Illinois Business Roundtable
Adopted as a centerpiece for school improvement efforts.

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